

CHICAGO STATE
UNIVERSITY

2014 - 2016
GRADUATE AND PROFESSIONAL
ACADEMIC CATALOG

www.csu.edu

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This publication is a record of and an announcement of the 2014-2016 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.

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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 2014-2016 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 over 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, empowered and enlightened to succeed. Chicago State University is 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.

Allegiance 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.

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Interim Dean, Honors College

Farah Muscadin, Esq.
Interim Dean of Students

Ms. Sheila Collins,
Interim Dean, First-Year Experience

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	Garcia	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	Edwards-Underwood	2092	ED 111
Early Childhood and Bilingual Education	Steinhaus	3932	ED 321
Elementary and Middle Level Education and Graduate Reading	Kelly	1-2831	ED 318
Engineering Studies	Harton	2357	HWH 129
English	Ellis	2189	SCI 320
Foreign Languages and Literature	Chierico	2350	HWH 301A
General Studies Program	Howard	2484	HWH 330
Geography, Sociology, History, African American Studies, and Anthropology	Mulugeta	2186	SCI 321
Graduate Programs in Education	Luseno	2086	ED 319
Health Information Administration	Price	2593	BHS 424
Health Studies	Britt	821-2201	DH 120
Philosophy and Political Science	Leach	3815	SCI 315

Honors College	Headen	3801	LIB 428
Individualized Curriculum	Maynard	3817	JDC 201
International Programs	Hope	2582	SUB 240
International Studies	King	3758	SCI 321
Liberal Studies	Redman	2484	SCI 321
Information Studies	Black-Parker	2598	ED 208
Marketing, Management, and Information Systems	Bokhari	3953	BHS 435
Mathematics, Computer Science, and Economics	Attele	2582	HWH332
Military Science	Barragan	2242	DH 104
Music	Smith	2155	HWH 331
Nursing	Young	3992	BHS 200A
Occupational Therapy	Roundtree	2366	DH 132
Pharmacy Practice	Nobles-Knight	821-2530	DH 206
Pharmaceutical Sciences	Ratka	821-2582	DH 206
Pre-law	Perkins	2445	HWH 329
Premedical Education	Leftridge	3981	SCI 221
Psychology/Counseling	Dunn	2394	HWH 328
Physical Education, Secondary Education, Professional Studies, and Recreation	Kutame	2290	JDC 216/ED 200B
Social Work	Rasheed	2207	SCI 116A
Teacher Licensure	Liddicoatt	2810	ED 203
Teacher Development Center	Valenciano	2215	ED 309
University Without Walls	Maynard	3817	JDC 201

Administrative Offices Directory

Cook Administration Building

Department/Program	Room
Administration and Finance	304
Academic Affairs	306
Alumni Affairs	321
Admissions	200
Board of Trustees	300
Bursar	212
Cashier	211
CougarOne ID Office	130
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

Department/Program	Room
Dean, College of Education	320
Doctoral Studies in Education	111
Early Childhood and Bilingual Education	321

Community Outreach and Field Placement Services	322
Elementary and Middle Level Education	318
Graduate Programs In Education	319
Information Studies	208
Graduate Reading	318
Physical Education, Secondary Education, Professional Studies, & Recreational	200B
Educator Licensure Services	203
Teacher Development Center	309

Business and Health Sciences Building

Department/Program	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

Department/Program	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

Department/Program	Room
Access Services (Inter Library Loan/Reserves)	132
Adaptive Technology (ADA)	228
Dr. Julian Scheinbuchs Sunroom and Auditorium	410
Archives and Special Collections	300
All-Campus Computer Lab	136
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
Gwendolyn Brooks Center	143
Honors College	428
Information Mall	223
CTRE Instructional Lab	144
Learning Assistance Center [LAC]	450
Library Administration	442
Library Instruction Classroom	210
Library Commons	4th Floor
Music and Performing Arts	338 (324)

Periodicals	250
Reference and Instruction Services	223
Technical Services	1 st Floor
Conference Room	454

Williams Science Center

Department/Program	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

Department/Program	Room
Academic Computing	122
Breakey Theater	102
Campus Ministry	Suite A
College of Pharmacy	206
Communication, Media Arts, and Theatre	116A
Educational Opportunity Program	132
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)

Department/Program	Room
Fitness Center	210A
Physical Education, Secondary Education, Professional Studies, and Recreation	216
Division of Continuing Education (options)	201
Men's and Women's Cross Country	100E

Cordell Reed Student Union Building

Department/Program	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, 2nd 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

Department/Program	Room
Athletics, Reception	1502
Athletic Director	4409
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
Women's Soccer	1535
Police Office	1202/1203

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 a 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, the College of Pharmacy, 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.

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. 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.

Our 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.

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.

Organization

The university is classified as a comprehensive urban university with a mission that incorporates instruction, research and public service. A Board of Trustees appointed by the Governor of the State of Illinois governs Chicago State University. 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 managed by the president.

The university is organized into four divisions, each administered by a vice president: Academic Affairs, Administration and Finance, Labor and Legal Affairs, and Enrollment, Management. 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 opened its doors as a teacher training school in a leaky railroad freight car in Blue Island, Illinois on September 2, 1867. Today, in contrast, the university is a fully accredited public, urban institution located on 161-picturesque acres in a residential community on the Southside of Chicago. During the first year of its founding, CSU enrolled 62 students. The current student enrollment is nearly 7,200.

The path from then until now has been marked by change. During more than 140 years, CSU has changed its name, focus, governance and location. But with each transition, the university has kept sight of its educational mission and enhanced its services to Chicago and its surrounding communities.

Under the name of Cook County Normal School, the school found its first permanent home in 1870. Daniel S. Wentworth was the institution's first principal. The original building contained 27 rooms and a model grammar school. A few years later, Cook County Normal School added a dormitory that earned it a jump in enrollment and a national reputation. The school was acquired by the Chicago Board of Education in 1897, and renamed Chicago Normal School. In 1913, it became Chicago Normal College, and still later Chicago Teachers College.

A major change, reflected in a broadening of the college's curriculum, came in 1965, when control of the school passed into the hands of the State of Illinois. The revamped institution was renamed Illinois Teachers College: Chicago South. Soon after, the legislature acted to remove the title of "teachers college" from all state colleges and universities. In 1967, the school became Chicago State College. Throughout the 1960s, Chicago State expanded its academic programs and began to move toward fulfilling its new, more comprehensive role as a liberal arts institution. The school was renamed Chicago State University in 1971.

In November 1972, the university made the monumental move from its 6800 South Stewart Street campus, where it had been located for 102 years, to its present location at 9501 South King Drive, 12 miles from the Loop. A new student union and a 360-bed residence hall opened in August 1995, giving CSU students an opportunity to experience the convenience of living on campus in an enriched academic, social and cultural environment.

Today, a Board of Trustees appointed by Governor of Illinois, governs CSU. The university's five colleges- Arts and Science, Business, Education, Health Sciences, and Pharmacy - offer 36 undergraduate and 30 graduate degree-granting programs. In addition, CSU has a Division of Continuing Education and Non-Traditional Programs that reaches out to the community with extension courses and not-for-credit programs offered on-campus and online.

From its humble origins, Chicago State University has evolved into an outstanding, nationally acclaimed university that provides a value-added education for all who enter its hallowed halls. Consistently evolving to reflect state-of-the-art trends in higher education, Chicago State University prepares students for success in the twenty-first century.

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

- 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.

In addition to North Central Association accreditation, CSU has additional independent program accreditation from the following associations:

- Accreditation Council for Occupational Therapy Education (ACOTE) of the [American Occupational Therapy Association](#)
- [Accreditation Council for Pharmacy Education \(ACPE\)](#)
- [American Chemical Society](#)
- [Association of Collegiate Business Schools and Programs \(ACBSP\)](#)
- [Commission on Accreditation for Health Informatics and Information Management Education \(CAHIIM\)](#)
- [Council on Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- [Council of Social Work Education \(CSWE\)](#)
- Educational Leadership Constituent Council housed by the [National Policy Board for Educational Administration \(NCATE/ELCC\)](#)
- [Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc.](#)
- [National Association of Schools of Music](#)
- [National League for Nursing Accrediting Commission \(NLNAC\), Inc.](#)
- [National Middle School Association \(NMSA\)](#)
- [National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation](#)

[National Council for Accreditation of Teacher Education \(NCATE\)](#) Programs accredited by NCATE-recognized specialty organizations/associations:

- Bilingual Education/Association for Childhood Education International
- Doctor of Education in Education Leadership/Educational Leadership Constituent Council (ELCC)
- Early Childhood Education/National Association for Education of Young Children
- Elementary Education/Association for Childhood Education International
- General Administration/Educational Leadership Constituent Council (ELCC)
- Physical Education/Society of Health and Physical Educators
- Special Education/The Council for Exceptional Children
- Teaching Biology and Chemistry/National Science Teachers Association
- Teaching English/National Council of Teachers of English
- Teaching Geography and History/National Council for Social Studies
- Teaching Reading/International Reading Association

In addition to the accreditations listed above, the Illinois State Board of Education (ISBE) recognizes Chicago State University's teacher education programs.

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

The 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 and water sprinklers. All suites are equipped with units for controlling air and heat.

In the center of the 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.

Graduate and Professional Studies

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

Dr. Paula Carney
Assistant Provost for Graduate and Professional Studies

Kimberly Kelly
Admissions and Records Officer

Graduate and Professional Education

Graduate and professional education continues academic study beyond the baccalaureate level. Work at the graduate and professional levels 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.

The Assistant Provost of Graduate and Professional Studies administers graduate and professional education at the university in collaboration with the deans of the colleges with graduate and professional programs, and 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. Courses are offered in the late afternoon, evening, and on Saturday to accommodate students who are employed full-time.

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 Doctor of Pharmacy (PharmD), respectively. Today, graduate and professional 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 Graduate and Professional Studies

Graduate and Professional Studies at CSU is the vehicle for organizing, facilitating, and coordinating all graduate education throughout the university. Deans of colleges with graduate programs, together with chairs and directors of graduate programs and their faculties, administer the affairs of the colleges' graduate programs, with the advice and approval of policies via the Graduate Council, and with input and administrative oversight by the Assistant Provost for Graduate and Professional Studies.

The college deans report directly to the Provost and Vice President of Academic Affairs. The deans also are 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 Assistant Provost for Graduate and Professional Studies 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 Graduate and Professional Studies office staff are always accessible to students and are available in person and through technological channels.

Mission of Graduate and Professional Studies

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.

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 thesis or dissertation committees as members or 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 Assistant Provost of Graduate and Professional Studies chairs the Graduate and Professional Studies Council. The Council is composed of a representative from each graduate and professional program plus fourteen ex-officio members (Dean of Education, Dean of Arts and Sciences, Dean of Health Sciences, Dean of Pharmacy, chairs of college graduate councils, and others with key roles in academic affairs and enrollment management). 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 from the Graduate and Professional Studies office staff. 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 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 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 that 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 Licensure 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 his or her 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 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 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

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 for International Students

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. Departmental staff perform these evaluations, 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.

Admission with Conditions

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 admission with conditions.

Students who have met the prescribed requirements should contact Graduate Admissions 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 admission with conditions 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 (Admission with Conditions to Full Admission)

Graduate students who have been admitted with conditions 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 Graduate Admissions Office 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 admissions 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 Admissions 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 Graduate Admissions 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 Graduate Admissions. 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 Graduate Admissions or from our web site at <http://www.csu.edu/GraduateAdmissions/>

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 Licensure 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, Principal Preparation, Special Education, Reading, and Information 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.

Admitted CSU students who wish to enroll in graduate courses at other universities must have approval of both the graduate advisor and assistant provost for graduate and professional studies prior to enrollment. (Secure the appropriate form from Graduate Admissions.) 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 post-baccalaureate teacher licensure 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. The student must file a petition for an extension explaining the circumstances and a plan for completion. Extensions are voted on by the University Graduate and Professional Studies Council. The extension, if

granted, is usually given for a period of one academic year only. Exceptions are granted by the University 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 Assistant Provost of Graduate and Professional Studies 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 Graduate School 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 Graduate School. 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.

Graduate Degree and Certificate Programs

College of Arts and Sciences

Master of Arts

Guidance and Counseling

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

Doctorate in Educational Leadership

Master of Arts

Educational Leadership and Administration

(including Principal Preparation)

Master of Arts in Teaching

Early Childhood Education

Elementary Education

Secondary Education

Master of Science

Library Science

Master of Science in Education

Bilingual Education

Curriculum and Instruction

Physical Education

Special Education

Technology and Performance Improvement

The Teaching of Reading

College of Health Sciences

Master of Public Health

Master of Nursing

Master of Occupational Therapy

College of Pharmacy

Doctor of Pharmacy

Certificate Programs

Alcohol and Other Drug Abuse Counselor Training

Archives and Records Management

Bilingual Education (for educator licensure)

Career and Technical Education (for educator licensure)

Community Development

Computer Security

Corporate Safety Management
Early Childhood Education(for educator licensure)
Education Technology Specialist
Elementary Education (for educator licensure)
Geographic Information Systems
Health Information Administration
Middle Level Education (for educator licensure)
Physical Education (for educator licensure)
Spirituality in Psychology
Telecommunications Management
Therapeutic Recreation

Online Learning

Online learning/distance education is a major force in higher education. It affords motivated students the opportunity to study in a manner that suits their demanding schedules. Chicago State University is committed to bringing this flexible, powerful means of learning to students by offering select programs online and incorporating blended learning approaches into other courses. Programs currently approved by the Higher Learning Commission for offering by Chicago State University in an online format include: Master of Science in Technology and Performance Improvement, Master of Science in Physical Education and Master of Science in Library Science. More information is available in the College of Education section of the graduate catalog.

Financial Information

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

Nine hours is considered full-time for graduate students.

Tuition and Fees

Please see the separately published document entitled "Tuition and Fee Rates/Fall 2014".

CTA Ventra Card/U-Pass Card

The Ventra U-Pass Card will provide all eligible full-time students with unlimited rides on CTA buses and trains throughout the duration of an academic term at a reduced cost; the Ventra U-Pass Card eliminates the need to re-issue a U-Pass Card every semester. The Ventra U-Pass Card also allows participating students to ride CTA buses and trains when school is out of session and on Pace buses. A full-fare will be deducted from the student's transit account for these trips. The Ventra fee will be automatically charged to all full time students.

For more information, please contact Ventra U-Pass Card coordinators, Bobbie Stewart and Pearls Wiley, in the University Cashier's Office at [\(773\)995-2029](tel:7739952029) or by email at upass@csu.edu.

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 legal spouse or domestic partner and any dependent children under 26 years of age. 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

Students who plan to pay their bills online can visit the Bursar's page and click the appropriate payment link. For questions, students may call the Bursar's office at 773/995-2470.

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 are 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 the US Department of Education (USDE) has processed it. 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 halftime 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 Awards and Loans

Federal Perkins Loan: Perkins Loan funds are awarded to eligible students and are based upon the availability of funds. Annual awards generally range from \$500 to \$4,000. The interest rate on this loan is fixed at 5%. No interest payments or principal payments are due until the student is no longer enrolled at least half-time and the nine-month grace period has expired. The Perkins loan carries some specific deferment and cancellation provisions. All students are required to complete an entrance and exit interview. Exit Interviews are required for loan recipients who separate from Chicago State University or drop below half time status (6 credit hours). Exit Interviews are conducted on line through our third party servicer. Please contact the Bursar's Office for the website. A Perkins Exit Hold will be placed on accounts until the Exit Interview is completed.

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 Graduate School.

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)

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)

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, and repeated 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.

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 Graduate School. 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 Graduate 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, Doctoral Dissertation 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, dissertation, and special projects will only be submitted when the completed thesis, dissertation, or special project has received the required final signatures of the departmental committee, the dean of the respective college, and the Assistant Provost of Graduate and Professional Studies (if required), and the thesis or dissertation has been accepted at the library. Until that point, a grade of T will be assigned to the thesis or dissertation course. The thesis will usually be completed within one year. Extensions can be granted only by the graduate and professional studies council.

Graduate and professional students who complete theses or dissertations need to follow guidelines, obtain approvals and submit the final products by deadlines using forms and following procedures available at <http://www.csu.edu/provost/graduate.htm>. Some programs

require completion of a capstone or other final project in lieu of a formal thesis. Consult individual programs for information about capstones and other final projects.

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 Graduate School, 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 PharmD 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 master's paper or project, thesis, 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 Office of Graduate and Professional Studies.

All thesis and dissertations are submitted on paper and to the Office 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 Office 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 Office 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 Office of Graduate and Professional Studies and the library for approval.

Doctoral Dissertation for EdD Degree

For further information regarding submission of doctoral dissertations in the College of Education, please contact the Department of Doctoral Studies.

Applying for Graduation

Graduate students must file an application for graduation with the Office of Graduate and Professional Studies. The student must obtain the signature of the graduate advisor and the department chair prior to the established deadline dates. 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. Students who fail to meet the graduation requirements in the term for which they have applied must file another application for graduation for the next appropriate term by the deadline date. An official transcript must be submitted to the Graduate School 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 \$50.00 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 are not required to pay the fee again. However, they must re-file a new application for graduation for the next appropriate term by the deadline date.

Commencement

The commencement exercise is held twice a year following the fall and spring semesters.

Students who do not plan to attend commencement and who graduate in absentia should arrange with the Office of Graduate and Professional Studies to have their diplomas mailed to them. Students who are graduating in absentia must pay the \$50.00 nonrefundable processing fee.

Latin Honors

Latin Honors may awarded to top performing students who complete first professional degrees. At CSU, Latin Honors (Summa Cum Laude, Magna Cum Laude and Cum Laude) are awarded to students who complete the PharmD degree, a first professional degree, with high grade point averages students, as determined by policies established by the College of Pharmacy. Latin honors are not awarded to students in graduate (master's and doctoral level) degree programs.

Transcripts

The Office of the Registrar will send an academic transcript of a student upon request. Requests for transcripts may be submitted by letter, on the Transcript Request form supplied by the Office of the Registrar, or via the Internet on the Records and Registration's web page.

All requests for transcripts must include the student's signature and a mailing address indicating where the transcript is to be sent. Official transcripts may be mailed by the Office of the Registrar or hand delivered to the student only upon request and prior approval of transcript personnel.

The time required for preparation and mailing of transcripts varies, depending on when the request is made. During registration and term-ending periods there may be a delay of up to two weeks.

A fee \$10.00 is charged for requests made via the internet, in person or by mail; \$15.00 is charged for over-the-counter requests for hand-carry transcripts. Transcripts will be issued only for students whose records are clear of all financial or other obligations to the university or by special authority of the Office of Administration and Finance.

Diplomas

Diplomas are available approximately six to eight weeks after the date of graduation. Students will be notified by mail when the diplomas are available. Students must keep their address current. A student's address may be updated online or, with the proper documentation, through the office of Records and Registration.

Duplicate diplomas will be furnished for a fee. The Office of Academic Evaluation and Advisement order duplicate diplomas only twice a year.

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. Courses must have a grade of B or better. Approval must be granted by both the department and the Assistant Provost for Graduate and Professional Programs. To gain 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 by applying for admission as a student-at-large or to another/new degree program. 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 Office 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 Office 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 Office 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. Tuition or fees charged for the course(s) during the term will not be cancelled or reversed due to lack of or non-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 arrangements with faculty members regarding missed class work and all assignments. The following is the university policy on class attendance:

Instructors 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, indicating that a student has never attended, or a W/A,

indicating 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 must be returned to the Office of the Registrar, ADM 128. The grade of W will appear as the final grade for request completed and submitted by the published dates of each semester. Course withdrawal requests 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 advance notice of all absences, if possible. In addition, the student should make arrangements to fulfill all obligations of the course 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 do 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, theatrical performance, or 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 students enrolled at Chicago State University are required to obtain a CougarOne Card, the 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 labs, and attending campus functions. The CougarOne ID also allows students to check out books, check account balances, purchase meals in the cafeteria, receive discounts when applicable, and is a necessity of everyday campus life.

In addition, the CSU ID card has the student 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 CougarOne ID Office (ADM 130). To get an ID, students must present a photo ID and be registered for classes. If the CougarOne ID is lost, there is a \$20 replacement fee which can be paid at the Cashier's Office (ADM 213). Students must bring a photo ID along with a cashier's receipt to receive a replacement ID.

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 panel 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 773/821-2156. 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 a student's name, address, telephone number, date and place of birth, honors and awards, dates of attendance, 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. In addition, in the case of military recruiters, FERPA also allows the disclosure once per term of a student's major/program of study and class. 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 Graduate Admissions and Office of Graduate and Professional Studies/Academic Affairs, 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

Information Technology Division provides a wide range of academic computing services to students and employees. The primary computer laboratory is located in the Academic Library. This computer laboratory comprising of more than 150 Windows and APPLE computers is spread across the four floors of the Library. The computers are equipped with Windows 7 operating system and software applications such as Microsoft Office, SPSS, Mathematica, Adobe, among others. Printing, scanning and photocopying services are readily available on the first floor. 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. Wireless network is available in all University buildings for immediate connectivity to the Internet. Helpdesk is located on the first floor of the Library and can be reached at 773-995-3963 or helpdesk@csu.edu.

Assessment: Publicizing Learning

Assessment at Chicago State University is integrally related to the university's mission of providing quality graduate and undergraduate programs. Academic assessment emerges from the university's commitment to excellence in

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

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

standardized national examinations. 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

The Department of Intercollegiate Athletics considers athletics to be an integral part of the university community and thus follows and honors Chicago State University's overall institutional mission. As such, Intercollegiate Athletics must strive for the excellence just as academic units strive for greatness in teaching, research and services. This commitment to excellence in athletics compels Intercollegiate Athletics to provide exemplary leadership, employ diverse yet dedicated individuals who are successfully competitive in their sport, and is committed to providing appropriate facilities and support services that will allow its student-athletes to compete at the highest level of intercollegiate competition, and reach their educational and academic objectives. The successful completion of our mission culminates with the graduation of student-athletes while producing winning programs that attain regional and national recognition.

The university is a member of the Western Athletic Conference (WAC) and the National Collegiate Athletics Association (NCAA) 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, Soccer, tennis and volleyball.

The Department of Intercollegiate Athletics embraces the National Collegiate Athletic Association's "Principles of Sportsmanship and Ethical Conduct" and believes that student-athletes, coaches, and staff should adhere to such fundamental values as respect, fairness, civility, honesty, and responsibility. The Department of Intercollegiate Athletics is also committed to nondiscrimination, equal opportunity, and affirmative action. The university provides equal opportunity to education, employment and participation in university-sponsored activities without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender equity.

Integrity is indispensable to an intercollegiate athletics program, for without it sport loses its true meaning. The department believes that administrators, coaches, and student-athletes, in concert with all members of the university community, must share a total commitment to abiding by the rules of the NCAA, the conference, and the institution, in their endeavor to be successful.

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.

For more information regarding employment, programs, and services please contact Athletics at 773-995-2295 or visit our website at www.gocsucougars.com

Breakey Theater

The Breakey Theater is housed in the Douglas Hall, Room 102. With a seating capacity of 300, the theater provides a space that can be utilized for recreational, entertainment, or ceremonial purposes. The Breakey Theater is the home for displaying such talents as the CSU Danceworks, the Music Department, and is a classroom, performance and rehearsal space for the Communications, Media Arts, and Theatre 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. Campus Ministry is located in Douglas Hall, Suite A, and the telephone number is 773/995-3869.

Campus Recreation

Chicago State University's Campus Recreation program is a division of the Athletics Department. Our mission is to enhance the quality of life of the individuals within the Chicago State University community by providing a variety of fun-filled, health promoting, recreational and leisure programs conducive to wellness and personal development. The Campus Recreation program engages students, faculty, staff, alumni and the surrounding community to participate in these activities through the following structured programs and services: intramural sports, open recreation, sport clubs, special events, and instructional programs.

Current CSU students and individuals that have a current Alumni membership are automatically members of Campus Recreation for that semester. Campus Recreation also offers affordable membership packages to community members. Current membership with Campus Recreation includes access to the indoor facilities in the Jacoby Dickens Center and entry into our various recreational programs. Within those facilities and programs, members are able to take advantage of:

- Cardio and strength training equipment
- Group fitness, strength and aquatic classes
- Intramural sports
- Multipurpose courts
- Indoor track
- Locker rooms and Dry sauna
- Open, lap swimming and private swim lessons

For more information regarding employment, programs, and services please contact Campus Recreation at 773-995-2254, e-mail at campusrec@csu.edu, or visit our website at www.gocsucougars.com/campusrec

Career Development Center

The Career Development Center assists students and with developing the skills needed to engage in an active, focused and successful job search. The Career Development Center strives to help Chicago State University students and alumni meet their overall career and employment related goals. Services include helping students to chose a career path, professional development, workshops, job search assistance and document assistance, mock interviews, and career assessment. The Career Development Center is located in the Cordell Reed Student Union, Room 231, 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 231, 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).

Distance Learning

Specific Requirements

Chicago State University's Distance Learning programs are designed for technologically literate students with an interest in learning from a distance. However, other interested students can receive hands-on training from the CTRE in order to prepare for distance learning courses. Various computer-training workshops are offered several times a year. A key element to successful completion of these programs is access to course delivery systems. For example, online courses require students to have immediate access to the Internet, electronic mail, and electronic discussion sessions. Online courses require students to have immediate access to the Internet and a CSU electronic mail account.

Distance Learning Tuition and Fees

The tuition for distance learning students is the same as off-campus tuition with the addition of a \$50.00 distance learning fee per course that covers telecommunication costs. For more information call 773/995-2960 or visit our website at www.csu.edu/CTRE.

Educator Licensure Services

The College of Education has the responsibility of recommending students completing an entitlement program for all educator licenses, and for additional endorsements at the time of licensure. No one may be recommended for licensure to teach or supervise in the public schools of Illinois who is not of good character, in good health, at least twenty 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 licensure program, including state licensure 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 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 licensure and employment statutes, teacher licensure 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 Licensure,

who is responsible for monitoring the state licensure process for students completing an education program leading to teacher licensure or licensure in school administration, counseling, or social work. Workshops are held each semester for all students completing teacher, administrative, and school service personnel licensure 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 licenses and additional endorsements. All candidates who complete all requirements of a licensure program will receive a recommendation for licensure once final grades and/or degrees are posted and within the compliance recommendations of Title IV of the Civil Rights Act of 1964 which prohibit discrimination based on race, color, creed, national origin, sex, handicap or lack of access to programs.

Early and continual consultation and careful planning are essential for students who are seeking to satisfy educator licensure requirements. Additional information is located in ED 203 or call (773) 995-2519.

Equal Employment Opportunity

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 Office of Labor and Legal Affairs handles complaints of discrimination. Any employee or student may at any time contact Legal Affairs to discuss an alleged discrimination complaint and/or to seek a formal or informal resolution of a complaint. The office is located in the Cook Administration Building, Room 318, and the phone number is 773/995-2462.

Community Outreach & Field Placement Services (COFPS)

The Community Outreach and Field Placement Services (COFPS), Located in ED 322, primary mission is to provide a high quality field experience program for teacher education candidates in the College of Education. The COFPS office provides financial support and opportunities to assist pre-service and student teacher candidates for their diverse field experiences in urban, suburban, rural, and international settings. A record of each teacher candidate's field experiences is maintained in COFPS as required by the Illinois State Board of Education. In addition, the office provides a range outreach services to support enrollment, retention, and graduation. COFPS follows up on leads to assist in the establishment of alternative route Cohorts, and administers the Field Based Teacher Internship Program (FB/TIP).

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 Brooks Center's mission is to promote the study of Black writers and to strengthen the humanities, especially literature, history, art, music, culture and health awareness, by engaging in collaborative and interactive programming for 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 ` Month Video and Film Festival, Women's History Month Lecture and Workshop Series, and the Poetry Month Festival, in addition to other literary events.

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.

International Programs/Study Abroad

The purpose of the Office of International Programs (OIP) (<http://www.csu.edu/abroad/>) 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 five units housed within the University Library: Library Services, which includes Access Services & Scholarly Communications, Public Services, and Technical Services; Archives and Special Collections; the Center for Teaching and Research Excellence; Distance Education; and the Learning Assistance Center. Each of the divisions offer a broad array of services and work together to enhance one another in their efforts 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.

We will be a dynamic partner in the educational experience at the university.

Library and Instruction Services Core Values:

To create an environmental 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, a library instruction classroom, an information mall with 36 computer workstations for hands-on research assistance and a learning commons to accommodate collaborative learning. 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)

Access to many Library resources is available to students, faculty and staff 24 hours a day, 7 days a week online at <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 Services Unit is responsible for the selection, acquisition, dissemination and instruction in the use of materials and resources in all formats in service to the academic success and scholarly needs of students, faculty and scholars. The Library has a collection of over 426,000 volumes, eighty percent of which are stored in ROVER, the first automated library storage and retrieval system installed in the state of Illinois. ROVER houses most books published prior to 1991, all bound periodicals, the Library’s Black Studies collection, media, and archival collections. Electronic resources that include over 40,000 ebooks, over 100 databases providing access to thousands of journal and newspaper articles, as well as microform and audiovisual materials, augment the book collection. Access to materials beyond the scope of the Library’s collection is provided through I-Share, a statewide online resource sharing network. I-Share includes the resources of 76 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.

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.

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.

INSTRUCTION SERVICES

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 collection 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.

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 three areas of responsibility, namely, faculty development, academic advising development and distance learning. Extensive collaboration occurs between the three 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/CTRE.

Robinson University Center

The Robinson University Center has provided essential services to students and sponsors coordinated activities that supplement the students' educational experiences. At this time, the Center is closed in anticipation of renovations and remodeling.

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. It is responsible for managing all recognized clubs and organizations, including but not limited to the Student Government Association, and Fraternity and Sorority life. 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, Thanksgiving Throwdown, African American History Month, Women's Awareness Month, and other activities. The office is located in the Cordell Reed Student Union Building, 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.

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 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. 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:

1. Assisting in the development of neighborhood planning projects in ways that enable neighborhood residents to develop their own strategies for neighborhood maintenance and revitalization.
2. Performing food and social service access analysis, grant writing assistance, and database construction.

3. Mapping assistance and spatial analyses using the department's Geographic Information System (GIS) laboratory.
4. 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. Leroy Jones II

Interim Associate Dean: Dr. Ivy Dunn

Interim Associate Dean: Dr. Ida Abraha

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.

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. 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.

Parties may then appeal to the dean of the College of Arts and Sciences. The decision of the dean will be final.

Biological Sciences

Department Chairperson: Venketaswara Potluri

Graduate Program Advisor: Mark Erhart

Graduate Faculty: Walid Al-Ghoul, Anser Azim, Timothy Bell, Christopher Botanga, Mark Erhart, Ache Gana, Rong Lucy He, Karel Jacobs, 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.

Master of Science in Biology

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 at least two additional tenured/tenure-track 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, 5100, 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 5900.

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.

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, Johng-Chern Chern, Dawit Getachew, Luis Vidal-Ascon.

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.

Master of Science in Computer Science

General Requirements

- Fulfillment of the general requirements for admission to the Graduate School 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 (3-6 credit hours):

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 Courses (6-9 credit hours) from Approved 4000/5000-level courses 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.

Certificate in Computer Security

The post-baccalaureate 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 is 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 non-degree option 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.

Counseling

Department Chairperson: Ivy Dunn

Counseling Program Director: Karen McCurtis-Witherspoon

Graduate Faculty: Lindsay Bicknell-Hentges, LaShonda Fuller, Tadesse Giorgis, John Lynch, Karen McCurtis-Witherspoon

The Counseling Graduate Program in 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 counseling 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. Both programs currently qualify students to sit for examinations for counseling certification (NCC). The Clinical Mental Health Track qualifies students for Illinois Licensure for Professional Counselors (LPC). Students graduating from the School Track may also qualify for Illinois Licensure by taking additional courses (e.g. Introduction to Family Systems Counseling; Theories and Practices of Addiction Counseling, etc.). 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 a Professional Educator License (PEL) with endorsement as a School Counselor. School Counseling Licensure requires the successful completion of the Illinois Test of Academic Proficiency (TAP) and Illinois School Counselor Content-Area Test. Students with a master's degree in counseling or a related field who want only an endorsement and licensure 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.

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.

- 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.
- 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) within the current time limit set by the State of Illinois. In addition, they must have a valid Professional Educator License (PEL) or they must take the course ED 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 Professional Educator License (PEL) may be admitted conditionally pending successful completion of the education course within the first year. Licensed 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. (Please see <http://www.isbe.net/licensure/html/testing.htm> for the current options regarding substitution and Illinois Basic Skills, ACT or SAT scores for TAP).
- Due to limited class size, not all qualified applicants may be accepted.

Degree and Program Requirements

- Completion of all required and elective courses at the graduate level, accumulating at least 51 credit hours for the School Track or 60 credit hours for the Clinical Mental Health Track, with a cumulative grade point average of 3.0 or higher.
- Completion of the following pre-candidacy courses with a grade of B or better: COUN 5640 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).
- Students in the School Counseling Program must pass the Illinois School Counselor Content-Area Test and must have already passed the Test of Academic Proficiency (TAP).
- All degree requirements must be completed within six years.
- Acceptance into candidacy before completing clinical courses.
- Completion of all clinical courses (COUN 5790, 5950, 5990 or 5991) with a grade of B or better.

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 (for six credit hours).

Elective Courses (3 credit hours): 5500-level courses or higher, selected with advisor's approval.

Requirement: Students must successfully pass the Illinois Test of Academic Proficiency (TAP), or equivalent and the Illinois School Counselor Content Area exam within the current time limit set by the State of Illinois prior to enrolling in PSYC 5990.

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 (for 9 credit hours).

Thesis Option

A thesis equivalent project is completed by all students as part of the requirements in the COUN 5800: Research Methods. Student complete a research proposal that includes: engaging in a review of the literature, formulating research questions and or/hypotheses, choosing appropriate sampling and data collection methods, analytical strategies, and providing implications. Students who are interested in conducting an empirical investigation, or students interested in pursuing a doctoral degree after graduating from the Counseling Graduate Program are strongly encouraged to register for COUN 5992: Thesis Supervision. More information about this option can be obtained by contacting an advisor at [773-995-2359](tel:773-995-2359).

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. The Foreign Languages and Literature Department of Chicago State University will initially screen language proficiency. 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

Level of Certificate: Graduate Certificate

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) and have a Master's in counseling or a closely-related field. Applicants can submit applications for the fall semester by March 1 and by October 15 for for the Spring semester to the Office of Graduate and Professional Studies. Graduate Students-at-Large (not officially admitted to the program) will NOT be allowed to register for any of the courses in this program, including the required education course. All registrations for graduate Counseling classes and the ED 5820 (Fundamentals in School Counseling) must be signed by an advisor of the Counseling Graduate Program in HWH 311 (773-995-2359). Any student who enrolls in one of these courses without having an advising form signed (and a copy left in the student's file in the office) will be administratively withdrawn from the course(s) and is subject to disciplinary action, which could result in dismissal from the university.

Summary Description of Program: The purpose of this certificate program, a 15-credit-hour graduate sequence (with 36 hours of prerequisites), is to provide a Professional Educator License with an 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) within the time limit set by the State of Illinois. In addition, they must have a valid Illinois Professional Educator License, 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 Professional Educator License may be admitted conditionally, pending successful completion of the education course within the first year. Students will not be permitted to take the education course unless they have been conditionally admitted to the endorsement program. The program prerequisites **and** requirements will meet all of the criteria necessary for endorsement in School Counseling. The program emphasizes the American School Counselor Association (ASCA) 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:

Applicants for the program must have an appropriate masters degree and have passed the Illinois Basic Skills Exam or Test of Academic Proficiency within the current time limit set by the state of Illinois. In addition they must have a valid Illinois Professional Educator License or they must take the course ED 5820 (Educational Fundamentals in School Counseling) as a program prerequisite within the first year after admission.

Program prerequisites include the following courses or courses judged by the program director as having similar content. Students must take ALL of the program prerequisites in order to receive and endorsement in School Counseling from CSU.

- COUN 5600 Introduction to School Counseling
- COUN 5660 Advanced Lifespan Development and Counseling Applications
- COUN 5710 Multicultural Issues in Counseling
- COUN 5720 Life Style and Career Development
- COUN 5650 Microcounseling
- COUN 5640 Counseling Theories and Ethics
- COUN 5730 Techniques of Assessment and Diagnosis
- COUN 5670 Principles and techniques of Group Counseling
- COUN 5790 Pre-Practicum Counseling Laboratory
- COUN 5840 Advanced Psychopathology and Treatment Planning
- COUN 5950 (must have completed a minimum of 100 hours of practicum with children and adolescents only).
- 3 hours of graduate level electives in counseling or a related field (e.g., COUN 5810, 5859, 5869, etc.). This does not include COUN 300G /5500 or below courses in personality theory, abnormal psychology, or psychological statistics.

Program Requirements starting 2013 or later (15 credit hours)

COUN 5740, 5780, 5800, 5990 (6 credit hours).

Requirement: Students must successfully pass the Illinois Test of Academic Proficiency (TAP), or equivalent and the Illinois School Counselor Content Area exam within the current time limit set by the State of Illinois prior to enrolling in COUN 5990.

Certificate in Alcohol and Other Drugs of Addiction Counselor Training

Program Coordinator: Maryse Nazon

Chicago State University offers a comprehensive, advanced, accredited post-baccalaureate Alcohol and Other Drugs of Addiction (AODA) Counselor Training Program certificate, which prepares students to work in the field of addictions. The certificate 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 Graduate School 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.

Certificate in Spirituality in Psychology

In psychology, spiritual diversity is as important as other kinds of diversity. Students who complete this post-baccalaureate certificate 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 Graduate School 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.

Criminal Justice

Department Chairperson: Marian Perkins

Graduate Advisor: Mohammad Salahuddin

Graduate Faculty: 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.

Master of Science in Criminal Justice

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)

English

Department Chairperson: Kelly Ellis

Graduate Program Advisor: Brenda Aghahowa

Graduate Faculty: Brenda Aghahowa, Kelly Ellis, William Howard, Christine Ohale, 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 5000 level, 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 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 African-American 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.

Geography

Department Chairperson: Gebeyehu Mulugeta

Graduate Advisor: Daniel Block

Graduate Faculty: Daniel Block, Janet Halpin, Gebeyehu Mulugeta

The Department of Geography, Sociology, History, African American Studies, and Anthropology offers programs leading to Graduate Certificate in Community Development, Graduate Certificate in Geographic Information Systems (GIS), Master of Arts in Geography, and Master of Arts in Geography with Geographic Information Systems (GIS) Concentration. Students seeking admission into any of these programs 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, which includes attainment of a 3.0 GPA or better in the last 60 hours at the undergraduate level. The Department reaches out to surrounding communities through the Neighborhood Assistance Center, which includes the Calumet Environmental Resource Center. The Neighborhood Assistance Center provides technical assistance to neighborhood-based community and economic development. Students participate in research that addresses socioeconomic issues in the community and they have the opportunity to intern with local community organizations. (Refer to the Neighborhood Assistance Center announcement at the end of this section).

Certificate in Community Development

A post-baccalaureate certificate program for those with a bachelor's degree.

Admission Requirements

Fulfillment of the general requirements for admission to graduate programs at Chicago State University, which includes attainment of a 3.0 GPA or better in the last 60 hours at the undergraduate level.

Prerequisite

GEOG 4500 (Urban Geography) or equivalent.

Required Courses (18 credit hours)

GEOG 5520 Principles and Practices of Urban and Regional Planning, GEOG 5530 Neighborhood Development, GEOG 5540 Community Analysis or SWK 5431 Community Practice, SOC 5450 Community Organizing, GEOG 5550 Seminar in Community Development, and a 5000-level elective from the following: 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.

Courses taken for the certificate may be applied to the Master of Arts in Geography if a student desires to pursue the Master's.

Certificate in Geographic Information Systems (GIS)

A post-baccalaureate certificate program for those with a bachelor's degree.

Admission Requirements

Fulfillment of the general requirements for admission to graduate programs at Chicago State University, which includes attainment of a 3.0 GPA or better in the last 60 hours at the undergraduate level.

Prerequisite

Introductory course in computer programming; students who lack 3 hours of computer programming would be required to make up the deficiency.

Required Courses (18 credit hours)

GEOG 5800 Introduction to Geographic Information Systems (GIS), GEOG 5810 Cartographic Design and Visualization, GEOG 5820 Environmental Remote Sensing, GEOG 5830 Advanced Geographic Information Systems, GEOG 5840 Digital Image Processing and Analysis, and GEOG 5850 Geographic Information Systems (GIS) Application.

Courses taken for the certificate may be applied to the Master of Arts in Geography with Geographic Information Systems (GIS) Concentration if a student desires to pursue the Master's.

Master of Arts in Geography

Admission Requirements

Fulfillment of the general requirements for admission to graduate programs at Chicago State University, which includes attainment of a 3.0 GPA or better in the last 60 hours at the undergraduate level.

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.

Required Core Courses

Geographic Inquiry (GEOG 5860) and Geographic Measurement Techniques (GEOG 5880).

General Requirements

- Completion of 33 credit hours of graduate courses, including GEOG 5860 and GEOG 5880, and a comprehensive examination. In consultation with the graduate advisor, students may design a flexible program in the general field of geography. 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, including business, government, teaching, community development, and advanced research.
- 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 require hours. A student may receive an incomplete grade on the thesis until the completion of the thesis and its acceptance by the thesis committee.

Master of Arts in Geography: Geographic Information Systems (33 hours)

Admission Requirements

Fulfillment of the general requirements for admission to graduate programs at Chicago State University, which includes attainment of a 3.0 GPA or better in the last 60 hours 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.

Required Geography Courses (6 hours)

GEOG 5860 Geographic Inquiry

GEOG 5880 Geographic Measurement Techniques

Required Geographic Information Systems (GIS) Courses (15 hours)

GEOG 5810 Cartographic Design and Visualization

GEOG 5820 Environmental Remote Sensing

GEOG 5830 Advanced GISGEOG 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 5520 Principles and Practices of Urban and Regional Planning

GEOG 5530 Neighborhood Development

GEOG 5540 Community Analysis

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

History

Department Chairperson: Gebeyehu Mulugeta

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 (5300 – 5399 level), designed to acquaint the student with the literature and problems of a selected field, and research seminars (5400 level), in which intensive research on a particular historical topic provides experience in historical methodology and in the use of primary and secondary source materials.

Master of Arts in History

General Requirements for Admission:

- Fulfillment of the general degree requirements for admission to the graduate program. (See Graduate School catalogue.)
- Students must have earned a B average (3.0) in the junior and senior years and in all undergraduate history courses.
- 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.
- A writing sample of 12-15 pages of an undergraduate essay or a paper of professional-level competency.

For Conditional Admission:

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.

Program Requirements

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

Thesis option

- Completion of 30 hours at the graduate level.
- Maintain a B average.
- Choose a major and minor field.
- 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).
- HIST 5499 MA Thesis (3 hours).
- Completion of five elective courses from HIST 5000 to HIST 5399 (15 hours).
- Oral Thesis defense.

Capstone Project option

- Completion of 30 credit hours at the graduate level.
- Maintain a B average.
- Choose a major and minor field.
- 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).
- HIST 5410 Advanced Readings in Historiography (3 hours).
- Completion of five elective courses from HIST 5000 to HIST 5399 (15 hours).
- 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.
- 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 the following: 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.

Certificate in Archives and Records Management (18 Credit Hours)

The Post-Baccalaureate Certificate in Archives and Records Management (ARM) serves students with undergraduate degrees in history or other disciplines. The ARM program is designed for students who wish to pursue careers in archives, records management, and in libraries with special collections units that include archives and records management divisions. ARM also provides professional development opportunities for support staff in Chicagoland archives and special collections units who need a credential in the field. Some of the credit hours earned in this certificate may also be applied to the Master of Arts in History and the Master of Science in Library Science.

Required Courses (12 Credit Hours)

- LIS 5200 / LIMS 5021: Archives and Records Administration
- LIS 5220 / LIMS 5029: Electronic Records Management
- HIST 5312: Oral History Theory and Practice
- HIST 5352: The Chicago Experience

Two Elective Courses (6 Credit Hours)

- LIS 5570 / LIMS 5030: Digitization and Digital Repositories
- LIS 5240 / LIMS 5031: Curatorship of Historical Collections
- LIS 5970 / LIMS 5600: Field Practicum
- HIST 5400: Historical Methods
- Another course approved by the department

Mathematics

Department Chairperson: Kapila Rohan Attele

Graduate Program Advisor: Dawit Getachew

Graduate Faculty: Victor Akatsa, Kapila Rohan Attele, John Erickson, Dawit Getachew, Daniel Hrozencik, Lixing Jia, Paul Musial, Richard Solakiewicz, Asmamaw Yimer.

The Department of Mathematics and Computer Science 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.

Master of Science in Mathematics

General Requirements

- Fulfillment of the general requirements for admission to the Graduate School.
- 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 advisor, from interdisciplinary courses in mathematical biology, mathematical physics, or computer science.

Specific Requirements

Required Courses(9 hours)

MATH 5220, 5420, and select one course in an area of geometry selected from the following: MATH 5120, 5130, 5140.

Completion of a Master's Project (3 hours) for 3 hours, or Master's Thesis(6 HOURS)

Math 5950 (3 hours) or Math 5980* (6 hours)

Completion of Three Additional Elective Hours 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 advisor.

* Needs prior approval from the graduate committee.

Social Work

Department Chairperson and Program Director: Mikal Rasheed

Field Education Director: Lolita Godbold

Graduate Faculty: Judith Birgen, Troy Harden, Thomas Kenemore, Kimberly Mann, Sherri Seyfried, Yan Searcy, Chedgzey Smith-McKeever, 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 Council on Social Work Education accredits the MSW program.

The curriculum utilizes a perspective that is trauma-informed, 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 Graduate School 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.

Licensure

Post MSW Type 73 School Social Work License- SWK 5464. Students in the Post MSW Type 73 School Social Work Curriculum must take or have taken S ED 5301 -- Characteristics of the Exceptional Child (or an equivalent course at another university) and have passed the ISBE Test of Academic Proficiency (TAP) or have passed the ACT, including the writing exam) with a score of 22 or above. Students may take the SAT with the score of 1030.

College of Education

Dean: Dr. Satasha Green

Associate Dean: Dr. Kimberly Edwards-Underwood

Interim Assistant Dean: Dr. Cathryn Busch

Graduate Degrees

Doctor of Education

Master of Arts

Master of Arts in Teaching

Master of Science

Master of Science in Education

Post-Baccalaureate Certificates

Archives and Records Management

Bilingual Education (for educator licensure)

Career and Technical Education (for educator licensure)

Corporate Safety Management

Early Childhood Education (for educator licensure)

Education Technology Specialist

Elementary Education (for educator licensure)

Middle Level Education (for educator licensure)

Physical Education (for educator licensure)

Telecommunications Management

Therapeutic Recreation

Programs

Bilingual Education

Curriculum and Instruction

Early Childhood Education

Educational Administration

Educational Leadership
Elementary Education
Library and Information Science
Middle School Education
Physical Education
Reading
Secondary Education
Special Education
Technology Education
Technology and Performance Improvement Studies

Curriculum and Instruction Options

Early Childhood Education
Instructional Foundations

Educational Administration Options

Higher Education Administration
Principal Preparation

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 within both K-12 and higher education. 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. It serves as the model for how the College of Education prepares all candidates to support student learning.

Accreditation and Assessment

The College of Education has been accredited by the Council for the Accreditation of Educator Preparation (CAEP) / National Council for Accreditation of Teacher Education (NCATE) since 1954. Initial licensure programs in the College that meet CAEP/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 CAEP/NCATE-approved guidelines are Secondary Biology, Chemistry, and Physics (National Science Teachers Association – NSTA); Secondary English (National Council of Teachers of English – NCTE); and Secondary Geography and History (National Council for the Social Studies – NCSS). The Illinois State Board of Education (ISBE) approves all teacher-education programs for licensure.

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: (a) Licensure, (b) Content Knowledge, Skills, and Dispositions, (c) Planning, (d) Effective Practice, (e) Impact on Student Learning and the Learning Environment (Senior Thesis Capstone Project), and (f) Professional Portfolio and Dispositions. Programs may require additional identified assessments in order to meet national and state accreditation requirements.

edTPA

The Illinois School Code requires that teacher preparation programs in Illinois begin phasing in an “evidence-based assessment of teacher effectiveness.” As of Sept. 1, 2015, all teacher

candidates for licensure will have to pass such an assessment in order to complete their teacher preparation programs and apply for licensure. Students failing to pass this assessment will not be eligible for licensure or licensure degree completion. Further, effective Fall 2014, the College of Education will begin preparation for full implementation within licensure programs.

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 licensure are offered in early childhood education, elementary education, bilingual elementary education, and secondary education in the following designations (6-12): 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 to 21). The College of Education offers advanced licensure in general administration (building level/principal and district level/superintendent); library and information science; and reading and special education.

All teacher preparation programs have received Illinois State Board of Education (ISBE) approval for teacher licensure. Students earning the Master of Arts, Master of Arts in Teaching, or Master of Science in Education in one of the initial or advanced licensure programs qualify for state of Illinois teacher license 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-licensure 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 licensure for school service personnel, such as social work and school counseling through degree programs in the College of Arts and Sciences.

College Support Services

Teacher Development Center (TDC)

The main Teacher Development Center (TDC) is located in ED 309 with a satellite computer laboratory located in ED 310. 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 licensure examinations: (1) the Illinois Test of Academic Proficiency (TAP) in basic skills (reading comprehension, language arts, mathematics, and writing), (2) an Illinois Content Area Test in specific designated 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 provide professional development and ensure that all students are successful on standardized examinations required for and to meet program requirements.

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. For additional information, contact the Teacher Development Center at 773/995-2215. Additional information is located on the College website at <http://www.csu.edu/collegeofeducation/centers/teacherdev/>. 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 *LiveText* Help Desk <LiveText @ csu.edu> which is operated out of ED 202 and is supported in the ED 310 computer laboratory. For more information, contact the Teachers Development Center at (773) 995-2215. Questions regarding technical support can be sent to <teacher @ csu.edu>.

Community Outreach and Field Placement Services (COFPS)

The primary mission of the Community Outreach and Field Placement Services (COFPS) 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 campus and field supervisors determine the pace of the transition from teacher-aiding to full teaching.

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 COFPS mission is to provide community outreach services that (a) facilitate establishing partnerships with school districts that may lead to school reform projects and alternative licensure pathways, among other initiatives; (b) support opportunities for diverse experiences, including schools based in urban, suburban, rural, and international settings; and (c) identify financial and other support to assist candidates through their internship and student teaching experiences. COFPS staff supplement information dissemination efforts while in the field community and on campus.

Additional information is located on the College website at <http://www.csu.edu/collegeofeducation/LFP/COFPS/>. You can also call 773/995-2392 or visit us at ED 322.

Licensure Services

The College of Education has the responsibility of recommending students completing an entitlement program for all educator licenses, and for additional endorsements at the time of licensure. No one may be recommended for licensure to teach or supervise in the public schools of Illinois who is not of good character, in good health, at least twenty 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 licensure program, including state licensure 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 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 licensure and employment statutes, teacher licensure counselors have been assigned to each academic program and/or unit. Workshops are held each semester for all students completing teacher, administrative, and school service personnel licensure 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 licenses and additional endorsements. All candidates who complete all requirements of a licensure program will receive a recommendation for licensure once final grades and/or degrees are posted and within the compliance recommendations of Title IV of the Civil Rights Act of 1964 which prohibit discrimination based on race, color, creed, national origin, sex, handicap or lack of access to programs.

Early and continual consultation and careful planning are essential for students who are seeking to satisfy educator licensure requirements. Additional information is located at <http://www.csu.edu/collegeofeducation/LFP/Licensure/licensuretesting.htm> or by calling (773) 995-2519.

College of Education Policies

All College of Education policies can be found on the College of Education policy webpage at <http://www.csu.edu/collegeofeducation/>.

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/GraduateAdmissions/>.

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 licensure 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 licensure-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. 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.
- Illinois Test of Academic Proficiency: Admission to the College of Education requires a passing score on the Illinois Test of Academic Proficiency (TAP) (formerly the Illinois Basic Skills Test) within the last ten years preceding admission. The Illinois State Board of Education (ISBE) may accept ACT plus Writing score reports (minimum composite score of 22 and minimum combined English/Writing score of 19) and SAT score reports (minimum composite on the critical reading + mathematics of 1030 and minimum score on the writing of 450) that are up to 10 years old. The official score report can be no older than 10 years old at the time of submission to ISBE and must include a writing component.
- Students who make application for admission to the College of Education will be required to own, or to have access to, a laptop computer for class use.

Licensed Teachers Seeking Additional Endorsements and/or Certificates

Licensed teachers may qualify for a waiver of admission to the College if they provide a current State of Illinois Initial or Standard Teacher License to the licensure counselor in the academic department offering the needed course(s) for a designated endorsement or licensure 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 Licensure

Individuals who possess a bachelor’s degree and wish to earn an initial teacher license may apply as licensure students for admission to a non-degree (described in this section) or a master’s degree approved program that satisfies state of Illinois licensure requirements (described in the Graduate Catalog). Students enroll as post-baccalaureate students at the graduate level but follow the undergraduate initial licensure program requirements. Licensure programs leading to initial licensure are available in early childhood education, bilingual education, elementary education, middle and secondary education, library and information science, and K-12 education.

Licensure students may make an appointment with licensure 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 licensure. Initial

licensure requires completing the approved licensure program, including the successful completion of state licensure examinations such as the Test of Academic Proficiency (TAP) in basic skills, , Content Area Examinations, and Assessment of Professional Teaching (APT). Students who have completed a teacher preparation program here or elsewhere, but are not licensed 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 licensure 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 licensure 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 licensure 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 licensure courses. Licensed teachers must present a current license to a licensure counselor in the academic department before enrolling in licensure courses for the first time. The following certificates/licenses do not qualify for this exemption: substitute, transitional bilingual, provisional vocational, administrative, and school service personnel. Please contact the Licensure Services unit at 773/995-2519 or visit ED 312, for assistance. Additional information is located on the College website at <http://www.csu.edu/collegeofeducation/LFP/Licensure/licensuretesting.htm>.

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 Academic Proficiency (TAP) in basic skills or its equivalency and the Licensure Content Area Test.
- attained a minimum cumulative GPA of 3.0
- completed all course and departmental prerequisite requirements, including the program-specified number of preclinical field experience hours, 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 licensure test to the licensure 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.
- Students should consult with their program for permission to take courses with student teaching.
- 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 licensure program for initial licensure 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 licensure 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 Licensure tests: Test of Academic Proficiency (TAP) in Basic Skills or its equivalency, 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 (COFPS) Services unit, in ED 322 or call 773/995-2392.

Initial Licensure Program Completion

- A grade of B or above is required in student teaching.
- All candidates must pass the Illinois Assessment of Professional Teaching (APT) licensure test in order to receive a grade in student teaching, be eligible to complete a program, and/or to graduate.
- Effective Fall 2015, completion of edTPA with a passing score.
- 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 licensure 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 licensure.

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. Please see the background approval process below:

1. Register online with the Chicago Public Schools (CPS) at <https://hrportal.cps.k12.il.us/STI/index.htm>. Please note, per the CPS policy, all CPS employees are required to have a background check through this process.
2. Review CPS Field Experience Fingerprinting Guide found on their website.
3. Complete the Fingerprinting Background Investigation Authorization & Release Form and take it to Accurate Biometrics for processing. The fee for the background check is \$55.00. Call 866-361-9944 or go to www.accuratebiometrics.com to obtain a list of locations.
4. You will receive a state and federal background check that will be forwarded to the CPS Field Experience office for processing. If your background check is clear you will receive an "Approval Notice" via email. This process is approximately two (2) weeks.
5. When you receive your approval notice from CPS, attach a copy to your application for admittance to the College of Education. For additional information, please contact the field experience coordinator at (773) 995-2037.

College Level Student Grievance Procedures

A grievance may arise out of a decision or action reached or taken in the course of official duty by a member of the faculty, staff, or administration of Chicago State University. The purpose of the grievance procedures is to provide a process for an impartial review and to ensure that the rights of all involved parties are properly recognized and protected.

DEFINITION OF "GRIEVABLE ACTION"

A grievable action is defined as capricious, arbitrary, unreasonable, false, malicious or professionally inappropriate sanction, evaluations or behavior.

In the case of alleged sexual harassment or discrimination, students should bypass the College of Education grievance process and consult the Chicago State University Department of Legal Affairs for guidance on filing a grievance. Grievances based on physical or mental ability should be initiated in the Office of Abilities Services.

TIMELINESS OF GRIEVANCE

Students who question the action or decision of a faculty, administrator or staff member (grade dispute, unprofessional behavior, etc.) must make a good-faith effort to resolve the issue within sixty (60) academic calendar days from the time the student became aware of or could reasonably be expected to have known of the action being grieved. Academic calendar days consist of days which the University is open (excluding weekends and designated University holidays). Issues initiated after this time will not be considered.

The only allowed exception to this timeline is during the summer semester. If (a) a portion of the sixty-day period of filing falls within the summer semester AND (b) the faculty or staff member is on hiatus during the summer semester and not in an official working status during

the summer semester, the period from the last day of the Spring semester until the day before the first day of the Fall semester is excluded from the time period.

WRITTEN COMMUNICATION WITHIN THE GRIEVANCE PROCESS

Students must complete a grievance form to begin the grievance process. Documents can be obtained within academic departments or the Dean's Office. All parties are responsible for providing a functional U.S. mail address, email address or telephone number to receive notifications within the grievance process. Once contact information for correspondence is submitted, it becomes the responsibility of all parties to check that source for correspondences regarding the grievance process. Failure to check for correspondence or failure to notify the department of a change in contact information will not preclude the process of notification and the adherence to timelines. All parties are responsible for retaining copies of all written correspondences within the grievance process.

DEPARTMENTAL GRIEVANCE LEVELS

A grievance can be heard at both the department and college levels. Before a case can be heard by the College Grievance Committee, it must proceed through three prior levels of deliberation. These levels include the following:

Level One: Conference between student and instructor/staff, when practical and if applicable;

Level Two: Conference between student and department chairperson; and

Level Three: Hearing before the Department Grievance Committee.

If circumstances prohibit individuals from beginning the grievance process at level one, a grievant is to begin his/her grievance at the next appropriate level. Examples of this include, but are not limited to faculty unavailability due to retirement or other non-affiliation actions or if the respondent is a chairperson. It is the student's responsibility to make an appointment with the faculty or staff member involved to try to resolve the issue.

Once this procedure of due process has begun, the grievant must follow the steps within the departmental grievance procedure. Once the grievance process has begun, the grievant has the responsibility to keep all scheduled appointments and sessions within this process. As the grievant has the opportunity to agree on scheduled appointment dates within the grievance process, missed appointments (outside of verifiable emergencies) at any level within the grievance process will result in a grievance being withdrawn from the process and the grievant may not re-file the grievance at a later time.

a. Level One: Conference between student and instructor/staff

When a grading evaluation or other dispute occurs, students should attempt to discuss with the faculty or staff how the decision was made. This communication can occur in written format (e-mail or regular mail) but a face-to-face meeting is preferred. As far as possible, the student and the faculty or staff should attempt to resolve the grievance at this level. Many times, questions about grades or other decisions affecting the student can best be resolved through communication at this level. If a resolution is found, the grievance process concludes at this

level and no further action is needed. If no satisfaction is obtained, either party may request that the matter be escalated to level two of the grievance process. Further, if the staff or faculty refuses to meet with the student to discuss the issue, the student has the right to request that the matter be escalated to level two of the grievance process.

b. Level Two: Conference between student and department chairperson

A request for a Level Two Conference with the department chair should be submitted to the department chair in writing within ten (10) academic calendars days after the date of the Level One conference. This request will occur in the form of a completed and signed grievance form. At minimum, a grievance must contain:

- a) Identification of individual against who the grievance is directed.
- b) The date of the alleged violation.
- c) The specifics of how the grievant believes a policy or right was violated.
- d) A brief summary of the evidence supporting the allegations and a brief summary of the argument.
- e) Information about attempts to resolve the grievance with the faculty or staff and information about the results of those attempts.
- f) The proposed resolution to the issue.

Upon receipt of a completed grievance form (obtained from the department), the department chair will send a copy of the grievance to the respondent, requesting a written response. During the grievance process, it is permissible to transmit correspondence related to a grievance by email. However hard copies of all documents must also be sent by U.S. or campus mail or delivered by hand. Upon submission, if it is determined that the grievance form is incomplete, the student will have ten (10) academic calendars days from the date of notice to modify the grievance form. If the form is not completed within this time period, the grievance will be dismissed and written notice of this action will be provided to the student within ten (10) academic calendars days.

The department chair will meet with the instructor and student for the purpose of clarification as the matter warrants, and in an attempt to arrive at a solution within ten (10) academic calendar days. At the request/discretion of the student or department chair, the person against whom the complaint is made may or may not be present at the initial discussion. If situations warrant, the student may request the presence of a student observer and the department chair may request the presence of another department chair or comparable level administrator observer at the Level Two session. Observers attend this session for observation purposes only. They should not be relatives of the grievant.

A written statement should be submitted to the grievant, respondent, college grievance officer and the office of the dean within ten (10) academic calendar days regarding the outcome of the meeting. If a resolution is found, the grievance process concludes at this level and no further action is needed. If no satisfaction is obtained, the matter may proceed to Level Three for a hearing before the departmental grievance committee.

c. Level Three: Hearing before the Department Grievance Committee

If the student is not satisfied with the outcome of the meeting with the department chair, the student should notify the department chair (in writing), within ten (10) academic calendar days of receipt of written notification of the outcome of the Level Two conference, of the desire to have a departmental hearing on the matter.

A grievance hearing will ordinarily be completed within thirty (30) academic calendars days after the department chair's receipt of the formal complaint. Should the grievance be brought at a time when this period extends into the summer semester, the hearing committee will attempt to proceed within the set timeline, but if this cannot be accomplished due to summer absences of any involved party, the chair will notify all parties that the process will be held in the beginning of the fall academic semester.

Once an agreed upon date is secured, the department chair shall convene a departmental grievance committee consisting of two faculty members from the department and one student from any program in the college. This committee will function as a standing departmental committee. The department chair shall appoint one of the selected faculty members to function as the hearing committee chair. The selected student must be representative of the same level (or higher) of the program. For example, a graduate student may only serve on the committee within the graduate studies department. One of the selected faculty members should be a content specialist on the presented issue, as applicable.

At this level of the grievance process, legal counsel or guests (outside of pertinent witnesses) are not allowed at the grievance committee hearing. The ordinary rights of the student and instructor or staff will apply, including the right to notice of the hearing; the decision reached; the right to be present at the hearing; and the right to present and inspect evidence. If either party fails to show to a scheduled hearing, the hearing will still occur and a decision will be rendered.

Hearings will only be rescheduled in the event of a verified emergency, which is determined by the department chair. Documentation may be requested. The initiating party has the option of requesting (in writing to the department chair) that their grievance be withdrawn from the process and may not re-file the grievance at a later time.

The hearing committee chair is responsible for conducting the hearing, including limiting questioning and testimony to relevant issues. The hearing committee shall make all decisions based on relevant evidence submitted as a part of the hearing. A recording or other official record shall be kept of all proceedings in which evidence is presented. Upon the conclusion of the hearing the hearing committee shall decide whether the evidence presented supports the request contained within the grievance. A two-thirds majority shall be considered a decision of the committee. The hearing committee shall forward a written report of its findings to the department chair, the office of the dean and the college grievance officer. Within ten (10) academic calendar days, following the hearing, the department chair should also forward findings and recommendations to the grievant and respondent.

VI. Appealing through the College-Level Grievance Process

The student may appeal the departmental grievance committee's decision within ten (10) academic calendar days of notification of the decision by submitting a copy of the committee's decision, a copy of the original grievance form, all pertinent evidence and a letter of dissent to the College of Education's Office of the Dean. College-level hearings will be held within thirty (30) academic calendar days upon the receipt of all required documentation by the College of Education Grievance Officer. If it is determined that all required documentation has not been received, the student will have ten (10) academic calendar days from the date of notice to submit required documents. If documentation is not submitted within this time period, the grievance will be dismissed and notice of this action will be provided to the student within ten (10) academic calendar days.

At this level of the grievance process, legal counsel or guests (outside of pertinent witnesses) are not allowed at the grievance committee hearing. The ordinary rights of the grievant will apply, including the right to notice of the hearing; the decision reached; the right to be present at the hearing; and the right to present and inspect evidence. If either party fails to show to a scheduled hearing, the hearing will still occur and a decision will be rendered. Hearings will only be rescheduled in the event of a verified emergency, which is determined by the College of Education Grievance Officer. Documentation may be requested. The initiating party has the option of requesting (in writing to the College of Education Grievance Officer) that the grievance be withdrawn from the process and may not re-file the grievance at a later time.

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:

1. The College of Education Grievance Officer or an administrative representative designated by the Dean of the College of Education who shall chair the committee and convene the committee meetings.
2. Two faculty members or one faculty member and one administrator not from the department involved. Adjunct faculty members will be eligible to serve on the College Grievance Committee at the discretion of the Dean or his/her designated representative.
3. 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.
4. The faculty or staff member against whom the grievance is lodged should not be a member of the grievance committee.
5. The student who is filing the grievant should not be a member of the grievance committee.

The College of Education Grievance Officer or an administrative representative designated by the Dean of the College of Education is responsible for conducting the hearing, including limiting questioning and testimony to relevant issues. The hearing committee shall make all decisions based on relevant evidence submitted as a part of the hearing. A recording or other official record shall be kept of all proceedings in which evidence is presented. Upon the

conclusion of the hearing the hearing committee shall decide whether the evidence presented supports the request contained within the grievance. A three-fifths majority shall be considered a decision of the committee.

The College Grievance Committee makes recommendations to the Dean of the College of Education within five (5) academic calendar days after the hearing. A decision will be rendered to all involved parties within fifteen (15) academic calendar days after the hearing. The decision rendered from the Dean of the College of Education is final and is not grievable.

College of Education—Professional Education and Development Services (PEDS)

Department/Unit: Teacher Quality Enhancement

Chairperson: Satasha Green, Dean

Content Area Designations:

Education – ED

Physical Education – PE

Reading – READ

Secondary Education – SECD

Special Education – S ED

Bilingual Education

Department: Early Childhood-Primary and Bilingual Education

Chairperson: Patricia Steinhaus

Faculty: Miguel Fernandez

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

Post-Baccalaureate Certificate for Licensure in Bilingual Education

Content Designations

BILE

The Bilingual Education program offers a Master of Science in Education degree in Bilingual Education for Type 03, 04, 09 licensed teachers seeking an MS Ed and bilingual and/or ESL state approvals. The Bilingual Education program also offers programming for non-licensed teachers seeking an Illinois Professional Educator license with Elementary Education endorsement, 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 M.S.Ed. 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 Test of Academic Proficiency (TAP) or equivalent;
- 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 Educator Licensure with Stipulations (ELS) endorsed as Transitional Bilingual Educator.
- 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 Educator Licensure with Stipulations (ELS) endorsed as Transitional Bilingual Educator.

Admission to the College of Education, which includes successful completion of the Illinois Test of Academic Proficiency (TAP) or equivalent, is required prior to registration in any professional education courses other than ED 5000; ED 5312; PSYC 5830; PE 2040; S ED 5301; BIL 5050, BIL 5100, BIL 5150; BIL 5240; BIL 5700, BIL 5720, BIL 5740;.

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

Licensed Teachers M.S.Ed. (36 credit hours)

Core Requirements /21 credit hours: BIL 5050, 5350, 5240 or ENG 5338, BIL 5270, 5700, 5740, ELCF 5960.

Bilingual Education Concentration/ 18 credit hours: BIL 5230, 5300, 5150, 5100, and 5760.

English as Second Language Concentration/15 credit hours: BIL 5100, 5760, 5150 or 5800: ECH 5009 or MIDS 5020; ENG 5436 or 5339.

Non-Licensed Teachers (107 credit hours)

Individuals seeking an Illinois Professional Educator Licensure with Elementary Education Endorsement 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/ 69 credit hours:

ED 5000, 5312; PSYC 5830; S ED 5301, 5303*; PE 2040; BIL 5050, 5100, 5150, 5230*, 5240, 5300*, 5350*, 5400*, 5700, 5720, 5740; READ 5280*; ELED 5170*, 5190*; BIL 5450*, BIL 5760,* 5800*.

* 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.

Certificate in Bilingual Education

This post-baccalaureate certificate program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn Illinois teacher licensure for bilingual education. Program completers qualify for an Illinois Professional Educator Licensure with Elementary Education Endorsement. Successful completion of the Illinois Test of Academic Proficiency and the Target Language Proficiency Exam are required for program admission. Successful completion of the Content Area Test is required to enroll in Student Teaching II. Successful completion of The Academic Proficiency Test (APT) and the Illinois Content Area Test for Elementary/Middle Grades are required for certificate completion.

Prerequisites:

Many if not all of these may be completed with the undergraduate degree the candidate transfers in. Any general education courses required for certification not completed and transferred in will be required. A grade of C or better will count towards completion of requirements. Minimum GPA of 2.5, unless otherwise indicated.

Successful completion of all the following general education courses (45 hours):

ENG 1270 and 1280	Composition I and II
CMAT 1130	Oral Communication
ENG 1260	Intro to Literature
MUS 1134	Music Appreciation
ART 1100	Art Appreciation
BIOL 1510	Concepts of Biology
PHS 1130	Chemistry Science
PHS 1140	Earth Science
HIST 1310	US History Since 1877
GEOG 1100	Global Diversity
PSYC 1100	Intro to Psychology
PSYC 2040	Child/Adolescent Psychology
MATH 1010 and 1020	Math for Eled Teachers 1 and II

Area of Concentration (12 hours) of upper division language courses; six of the hours must be in literature coursework and specified by the catalog, as well as approved by the advisor. A minimum grade of C is required; overall GPA in area of concentration must be 2.5

Professional Education - 39 semester hours; fieldwork 110 hours

(minimum 3.0 GPA)

ED 1500; ED 1520; ED 4312/5312; ED 2000/5000; PSYC 2020/5830; SED 4301/5301; PE 2040; BIL 2000; BIL 4050/5050; BIL 4100/5100; BIL 4150/5150; BIL 4240/5240; BIL 4700/5700; BIL 4720/5720.

Professional Courses (require admission to College of Education – 33 hours and 210 field hours

SED 4303/5303; ELED 4170/5170; ELED 4190/5190; READ 4160/5160; READ 4280/5280; BIL 4230/5230; BIL 4300/5300; BIL 4350/5350; BIL 4400/5400; BIL 4450/5450

All professional courses require a grade of B or above as transfer credit or completed at Chicago State University.

Specific certificate requirements are listed below.

Specific Certificate Requirements:

Successful completion of all listed pre-requisites and all eighteen credit hours of required course work with the prerequisite of admission to the College of Education (see below).

Required Courses (18 hours; 170 field hours):

Taking these courses requires being admitted to the College of Education.

BIL 4350/5350 (3)	Methods and Materials for Teaching English as a Second Language
BIL 4720/5720 (3)	Evaluation, Assessment and Testing for Language Minority Teachers
BIL 4300/5300 (3)	Methods and Materials for Teaching in Bilingual Programs
BIL 4400/5000 (3)	Field Practicum in Bilingual Elementary Education
BIL 4450/5450 (6)	Student Teaching in Bilingual Education

Career and Technical Education

Department: Secondary Education, Professional Studies and Recreation (K-12 & 6-12)

Chairperson: Mark Kutame

Faculty: Patrice Boyles

Degree(s)/Certification(s):

Post-Baccalaureate Certificate for Licensure in Career and Technical Education

Certificate in Career and Technical Education

This post-baccalaureate certificate program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn Illinois teacher licensure for 6-12 business education, family and consumer sciences or technology and education/industrial technology education options. Program completers qualify for an initial Type 9 Illinois High School License in business education, family and consumer sciences or technology and education/industrial technology education options for 6-12. Successful completion of the Test of Academic Proficiency is required for program admission. Certificate completion requires passing the specific Illinois Content Area Test and Assessment of Professional Teaching (6-12) Test.

Prerequisites:

Successful completion of all the following prerequisite courses:

Business Education

General Education: PSYC 2040; ECON 1010 and 1020

Specialization - 55 semester hours; minimum 2.5 GPA

ACCT 2110, 2111 and 2291; BE 3211 and 4313; TED 1109; ED 4312; TED 2215, 4315, 2209, 4330, and 4347; IT 2333; BE 4307, 4310, 4320, 4350; IT 3320 and 3325

Professional Education - 11 semester hours; fieldwork 45 hours

(minimum 2.5 GPA)

ED 1500 (1; no cr); ED 1520; ED 2000; PSYC 2020; SPED 5301

Family and Consumer Sciences:

General Education: PSYC 2040; ECON 1010; SOC 1010; CHEM 1050

Specialization: 51 semester hours

FCS 1150; ART 2500; ECON 2010; HSC 2190; SOC 2250; ANTH 4230; PSYC 3300; BE 4312 and 4320; TED 4384, 4398, and 2215; ED 4312; TED 4330

Concentrations:

1. Family Relations: PSYC 3280, 4203, and ECH 4002
2. Living Environment: FCS 2150, IT 4368, and TED 4390 or TED Elective
3. Nutrition and Wellness: ECH 4170, HS 2200, and TED 4390 or Cul Art Elective
4. Human Child Development: ECH 4002, 4304 and 4170
5. Apparel/Textiles: Art 3500, Fashion Elective, and Fashion Elective or TED 4390

Professional Education – 11 semester hours; fieldwork 45 hours

(minimum 2.5 GPA)

ED 1500 (1; no cr); ED 1520; ED 2000; PSYC 2020; SPED 5301

Technology/Industrial Education

General Education: PSYC 2040

Specialization (66 hours): IT 1111, 1142, 1172, 4379, 2233, 2250, 2266, 2272, and 4333; TED 2291, 4330, 4347, 4381, 4452, 4384, 4385, 4398; ED 4312

Concentrations:

1. Communication (Draft/Graph Arts): 9 semester hours
2. Production (Construction/Manufacturing, Energy Utilization, or Transport): 9 semester hours
3. Computer Networking: IT 4334, 4344, IT/BE/TED Elective

Professional Education – 11 semester hours; fieldwork 45 hours

(minimum 2.5 GPA)

ED 1500 (1; no cr); ED 1520; ED 2000; PSYC 2020; SPED 5301

All courses require a grade of C or above as transfer credit or completed at Chicago State University.

Specific certificate requirements are listed below.

Certificate Requirements:

Successful completion of all listed pre-requisites and all eighteen credit hours of required course work with the prerequisite of admission to the College of Education (see table below).

Transfer Credit to CSU:

A maximum of nine credit hours of combined prerequisite and required certificate professional education courses taken at a junior or community college can be transferred. Credit for TED 5630, 5740, and 5750 cannot be transferred into the program.

Required Courses (18 hours):

Taking these courses requires being admitted to the College of Education.

- ED 5500 (2) Principles and Practices in Secondary Education
(Fall, Spring, and Summer semesters)
- READ 5500 (2) Content Reading for Middle and Secondary School Teachers
(Fall, Spring, and Summer semesters)
- SED 5303 (2) Teaching Students with Exceptional Needs
(Fall, Spring, and Summer semesters)
- TED 5630 (3) Methods of Teaching Vocational/Occupational Subjects
(Fall and Spring semesters)
- TED 5740 (3) Student Teaching in Career and Technical Education, Semester I (To be taken long semester before student teaching.)
- BE/FCS/TED 5750 (6) Student Teaching in Business/Family and Consumer Science/Technology Education, Semester II (No other courses may be taken during the semester of student teaching. Last semester.)

Curriculum and Instruction

Department: Graduate Programs in Education

Chairperson: Florah Luseno

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, Teacher Leadership, 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, teacher leader 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, all aligned to related professional standards.

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, all aligned to related professional standards.

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 and intellectual skills.

Teacher Leader

The Teacher Leadership concentration prepares students for the state endorsement in Teacher Leadership. The need for school reform and transformation, especially urban school transformation, has created a widespread recognition that principals cannot do this job alone. School leadership also comes from teaching faculty. Teacher leaders perform crucial roles in the school from induction and mentoring new teachers to coaching seasoned teachers to providing professional development and expertise on curriculum reform.

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.

Teacher Leadership: ELCF 5150, ELCF 5640, ELCF 5720, ELCF 5726, ELCF 5950, ELCF 5985.

(Students seeking only the Teacher Leadership endorsement do not need ELCF 5660 and ED 5960.)

** ED 5312 is not required for the Teacher Leadership concentration or endorsement only.

Early Childhood Education

Department: Early Childhood and Bilingual Education

Chairperson: Patricia Steinhaus

Faculty: Jamilah Jor'dan, Barbara Leys

Degree(s)/Certification(s)

MS Ed in Early Childhood Education

MAT in Early Childhood Education

+ State of Illinois Type 04 License (Birth to Grade 3)

Post-Baccalaureate Certificate for Licensure in Early Childhood Education

Content Designations

ECH

Master of Science in Education in Curriculum and Instruction

The Master of Science in Education in Curriculum and Instruction 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.

Master of Arts in Teaching Early Childhood Education

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 Illinois Professional Educator Licensure with Early Childhood endorsement; licensure requires successful completion of the Illinois Test of Academic Proficiency, Content Area Test, and Assessment of Professional Teaching (Early Childhood, Birth to Grade 3).

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 Test of Academic Proficiency or equivalent, is required prior to registration in any professional education courses.
- 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:

submit proof of successful completion of Illinois Test of Academic Proficiency or an ACT score of 22 including the writing portion of the ACT;

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;

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.

ADDITIONAL NOTE: The ECSE Option of the MEd degree is restricted to candidates who hold an Illinois Professional Educator License with an Early Childhood or LBS1 Endorsement.

Early Childhood-Primary Education Generalist Option I (33 credit hours)

Specific Requirements

NOTE: This degree does not result in teacher licensure.

- **Required Core Courses (9 credit hours):** ECH 5270, 5320, 5970.
- **Required Professional Early Childhood Courses (18 credit hours):** ECH 5250, 5280, 5440, 5850 (or ECSE 5850); ECEE 5462; READ 5230.

- **Elective Course (3 credit hours):** chosen with consent of graduate advisor
- **Thesis (3 credit hours):** ECSE 5466.

Early Childhood – Degree for Non-ECH Majors Option II (42 credit hours)

NOTE: This degree does not result in teacher licensure.

Required Courses (12 hours) (NOTE: MUST be completed within the first year):

ECH 5001, 5020, 5150, 5170

Core Course Requirements (30 hours)

ECH 5250, 5270, 5280, 5320, 5440, 5850, 5970; READ 5230; ECEE 5462, 5466

Early Childhood- ECSE Approval Option III (39 credit hours)

Specific Requirements

- **Required core courses: ECH 5250, 5270, 5280, 5320, 5440, 5970, ECEE 5462 (to be completed in an Early Childhood Special Education Classroom); READ 5320; and ECEE 5466.**
- **Course Requirements for Early Childhood Special Education Approval: ECSE 5150, 5309, 5319, 5850**

NOTE: The ECSE Option of the MEd degree is restricted to candidates who hold an Illinois License with an Early Childhood or LBS1 Endorsement.

The Master of Arts in Teaching in Early Childhood Education/Option One: Initial Certification

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 Test of Academic Proficiency (TAP) or an ACT score of 22 including the writing portion of the ACT;
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, ED 5650 or ED 5970**, 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 or ED 5960.

Additional Requirements

Passing score on Illinois Early Childhood 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)

and submit a professional portfolio before completing student teaching. Prior to completing the master's degree, students must successfully complete the program's Comprehensive Exam.

The Master of Arts in Teaching in Early Childhood Education/Option Two: Subsequent Certificate Option

Admissions Requirements

1. Initial, Standard, or Illinois Professional Educator License;
2. Passing score report on Illinois Certification Test of Academic Proficiency;
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 and Professional portfolio.

Certificate in Early Childhood Education

This post-baccalaureate certificate program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn an Illinois Professional Educator License with an Early Childhood endorsement. Program completers qualify for an Illinois Professional Educator License with an Early Childhood endorsement. Successful completion of the Illinois Test of Academic Proficiency is required for program admission. Successful passage of the Assessment of Professional Teaching (Birth-Grade3) Test and the Illinois Content Area Test for Early Childhood Education are required for certificate completion.

Prerequisites:

Many if not all of these may be completed with the undergraduate degree the candidate transfers in. Any general education courses required for certification not completed and transferred in will be required. A grade of C or better will count towards completion of requirements. Minimum program GPA of 2.5, unless otherwise indicated.

Successful completion of all the following general education courses (51 hours):

ENG 1270 and 1280	Composition I and II
CMAT 1130	Oral Communication
MUS 1134	Music Appreciation
ART 1100	Art Appreciation
6 hours of a single foreign language	
BIOL 1080 or PHS 1140	Biological Science Survey II/Earth Science
PHS 1100	Physical Science I
BIOL 1510	Concepts of Biology
HIST 1310	US History Since 1877
POL 1010	American National Government
GEOG 1100	Global Diversity
PSYC 1100	Intro to Psychology
PSYC 2040	Child/Adolescent Psychology (minimum grade of B required)
MATH 1010 and 1020	Math for Eled Teachers 1 and II

Area of Concentration (9 hours) of the student's choice from a discipline field specified in the catalog and approved by the advisor. A minimum grade of C is required; overall GPA in area of concentration must be 2.5

Professional Education - 33 semester hours; fieldwork 40 hours

(minimum 3.0 GPA)

ED 1500; ED 1520; ED 4312/5312; READ 3700; ECH 4000/5000; ECH 4001/5001; ECH 4002/5020; ECH 4304/5304; ECH 4170/5170; ECH 4310/5310; ECH 4850/5850; SPED 4301/5301.

Professional Courses (require admission to College of Education – 14 hours and 15 field hours
SED 4303/5303; ECH 4008/5008; ECH 4009/5009; ECH 4120/5120; ECH 4150/5150

All professional courses require a grade of B or above as transfer credit or completed at Chicago State University.

Specific certificate requirements are listed below.

Specific Certificate Requirements:

Successful completion of all listed pre-requisites and all eighteen credit hours of required course work with the prerequisite of admission to the College of Education (see below).

Transfer Credit to CSU:

Credit for ECH 5180, 5319, 5740, and 5750 cannot be transferred into the program.

Required Courses (18 hours):

Taking these courses requires being admitted to the College of Education.

ECH 4180/5180 (4)	Pre-Primary Instructional Methods (Fall semester only)
ECH 4319/5319 (4)	Primary Instructional Methods (Spring semester only)
ECH 4740/5740 (3)	Practicum/Student Teaching I (100 field hours) (Last long semester prior to student teaching)
ECH 3092 (1)	Certification Review (Last long semester prior to student teaching)
ECH 4750/5750 (6)	Student Teaching II (Last semester)

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. Licensed teachers with an Early Childhood endorsement 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 Early Childhood or LBS I endorsement, which qualifies the teacher to teach special education below kindergarten level. (It cannot be added to any other license).

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)

ECSE 5309 ATYPICAL AND TYPICAL LANGUAGE DEVELOPMENT IN YOUNG CHILDREN (3)

ECSE 5319 EARLY CHILDHOOD SPECIAL EDUCATION METHODS /FIELD (3)

ECSE 5850 EARLY CHILDHOOD SCREENING AND ASSESSMENT (3)

Educational Administration

Department: Graduate Programs in Education

Chairperson: Florah Luseno

Faculty: Cathryn Busch, Jane Crossley, Athanase Gahungu, Deborah Lynch, and Garrard McClendon

Degree(s)/Endorsement(s)

MA in Educational Leadership and Administration

Degree(s)/Endorsement(s):

M.A.in Educational Leadership and Administration

+ Principal endorsement on the State of Illinois Professional Educator License

Content Designation:

PRIN

The Educational Leadership and Administration program consists of two options: 1) Principal Preparation and 2) Higher Education Administration. The Principal Preparation program provides the background necessary for employment as an elementary or secondary school principal, or assistant principal in related or similar positions. 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.

Educational Leadership and Administration: Principal Preparation Option

The Educational Leadership and Administration program consists of two options: Principal Preparation and Higher Education Administration. The Principal Preparation program provides the background necessary for employment as an elementary or secondary school principal, assistant principal, or related positions. 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, or related positions.

Students who complete the 36-credit hour Principal Preparation Option qualify for the M.A. in Educational Leadership and Administration and a principal endorsement on a Professional Educator License. The department also offers a 27 credit hour program that qualifies individuals who have a graduate degree for a principal endorsement (only) on a Professional Educator License. Endorsement requires the successful completion of the Illinois Licensure Test of Academic Proficiency, the Training in Evaluation of Certified Personnel, and Content Area Tests for Principals. The College of Education has been nationally accredited since 1954 and the General Administration program (the predecessor to this Principal Preparation program) has been nationally recognized since 1977. The revised Principal Preparation Program was approved on May 7, 2013.

In addition, an individual who holds a graduate degree from an institution recognized for teacher preparation and who is seeking a recommendation for the Principal Endorsement 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 Leadership and Administration program in general administration must be met.

Application Procedures

For admission to the program the applicant should contact the Office of Graduate Admissions at Chicago State University at (773) 995-2404 and request an application packet. The admissions procedures are specified in the application packet. Applicants may also access admission application materials on CSU's web site at www.csu.edu admission. Once admitted, an advisor is assigned and a student study plan is completed. The student is then ready to enroll in the courses offered by the university.

Admission Requirements

The principal preparation program is open to highly-qualified, licensed teachers with at least three years of teaching experience at time of admission, who have been recommended to the principalship by their supervisors, and who are approved by a Program Governing Board that represents all partners.

To be considered for admission into the program, applicants must submit **ALL** of the following:

1. A completed application form with a non-refundable application fee.
2. Two official transcripts of all undergraduate and graduate work. To be eligible for admission to the university as a graduate student, applicants must hold a bachelor's degree from an accredited college or university. Additionally, all entering graduate students are required to have a minimum GPA of 3.0 (full admission) or 2.75 (conditional admission) for the last 60 hours of their undergraduate/graduate academic record.
3. Verification indicating minimum of three (3) years of licensed teaching. Employees of the Illinois State Board of Education must provide the same identifiers used on their

Educator Licensure System record. Verification of out-of-state and private district's licensure should be prepared on letterhead sent directly from the school's administrator with school's official seal.

4. A passing score report on the Illinois Test of Academic Proficiency.
5. An electronic portfolio highlighting the applicants' instructional and transformational leadership potential. The contents of the portfolio are described below.

Candidate Professional Portfolio: Verification of Applicants' Achievements

The goal of the program is to recruit the highest caliber possible of teachers who have both instructional and administrative leadership. The goal is also to recruit teachers who have the potential of becoming strong transformational leaders. The candidate will submit an electronic portfolio that includes the following:

- 1) A video of candidate teaching and participating in a leadership activity;
- 2) Two letters of recommendation from supervisors (i.e., assistant/principals) that attest to candidate's potential as a principal;
- 3) A minimum of two teaching performance evaluations by a principal; conducted within the last five years. Evaluations of the candidate's teaching abilities from supervisors must attest to students' academic growth;
- 4) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
- 5) A sample of an analysis of classroom data that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur;
- 6) Evidence of the candidate's work with families and/or community groups and a description of how this work affected instruction or class activities;
- 7) Examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and
- 8) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.

Interview and Written Response

After the committee has determined that the portfolio is "acceptable," and the rest of the application packet (completed application, GPA, transcripts, teaching license, passing basic skills test, three years of licensed teaching), applicants who meet all the requirements will be invited for:

1. An on-site written response to a scenario in which they demonstrate their leadership

capabilities;

2. An oral presentation of the written response to a scenario. The interview will be conducted with a minimum of two faculty and one partner representative; and
3. A presentation of the electronic portfolio.

The oral presentation will be a response to a scenario. A sample scenario could read,

As a new principal, you have received news that your school's budget will be significantly lower in the forthcoming year. You may be faced with an increase in class sizes, a salary freeze, and the possibility of 2 extracurricular activities being removed. With potential pressure from parents and teachers, explain what you would do to quell an adverse communication climate, and provide 1 positive opportunity that could arise from these circumstances.

The final recommendation for admission will be made by the admissions committee, composed of two faculty members from the program, one representative from Chicago Leadership Collaborative and one representative from each partner district. Candidate selection and interview rubrics will be used for the recommendation.

Principal Endorsement Requirements (105 ILCS 5/21B-25 2)

This endorsement requires completion of an Illinois Principal preparation program approved by the State Educator Preparation and Licensure Board (SEPLB){see 105 ILCS 5/21B 60}. Candidates for the endorsement must

1. Hold a master's degree or higher from a regionally accredited institution;
2. Document 4 years of successful **teaching**;
3. Pass both Principal tests (195 and 196);
4. Pass the Illinois Test of Academic Proficiency (TAP) unless an Illinois Basic Skills test was passed for the issuance of a previous Illinois certificate.

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 Professional Educator Licensure 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.
- **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 (33 Credit Hours)

ELCF 5150, 5235, 5245, 5345, 5346, 5347, 5335, 5375, 5725, 5965 and 5985

Required Thesis Course (3 Credit Hours)

ELCF 5660*

**not required for endorsement-only candidates*

Program Completion Requirements

Candidates must, prior to graduation, fulfill the following general requirements:

- The final summary of courses must be completed and approved by the program facilitator.
- The candidate must successfully complete all required credit hours for the program.
- The candidate must complete a yearlong, intensive internship experience (ELCF 5345-6-7). Pre-requisites for starting the internship are:
 - Certification as Certified Personnel Evaluator—to start Semester III of internship
 - Passing Score Report of both Illinois Licensure Tests for Principals (195 and 196)—to start the third and last semester of internship; and
- The three semesters of internships must be completed within 24 months. A petition to extend the internship beyond 24 months must be submitted to the program advisory committee.
- All candidates must successfully complete the Comprehensive Examination.
- All candidates for the MA degree must complete a Master's Thesis/Project
- All coursework for the degree, including transfer credits, must have been completed within the six years allowed for program completion.
- The final assessment professional portfolio must be submitted through *LiveText* and approved by the assigned program facilitator.
- Each candidate must be evaluated on professional dispositions through *LiveText*.

Transfer Credit

A maximum of 9 credit hours of graduate courses from accredited colleges or universities may be accepted toward meeting degree requirements (12 credit hours from Chicago State University). The Students are advised to follow the procedures for transfer credits as set forth by the College of Education. Please see your advisor. Students must submit two official copies of transcripts for the evaluation of transfer credits. The candidate will be required to submit a copy of the catalogue description of the course(s) to be transferred. Program advisors will review all transcripts provided for transfer credit consideration.

Other Course-Related Policies

- No candidate shall receive more than one-third of coursework from the same instructor.
- Adjunct faculty shall teach no more than 80% of program coursework.
- Each full-time faculty in program and each faculty supervisor shall participate in training required for evaluation of certified personnel.

Components of Internship & Field Experience Requirements

The internship and field experiences portion of the program is required to be conducted at one or more public or nonpublic schools. It enables the candidate to be exposed to and participate in a variety of school leadership situations in school settings that represent diverse economic and cultural conditions. It also promotes candidate interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

Field Experience

Candidates will receive 20 hours of course-embedded field experiences in each of three designated courses, ELCF 5235, ELCF 5245, and ELCF 5150. Under the direction of course instructors and principal mentors, candidates will seek permission from their principals to conduct activities that help them apply theories, skills and methods learned in class. These activities will be conducted in candidates' schools, or at other sites selected with the assistance of the principal mentors and the instructors. Candidates will complete logs of activities and use the three internship rubrics to check their completion: (a) Illinois Principal Preparation Internship Assessment Rubrics, (b) IEP, IFSP, Section 504, ELL, Gifted Program Competencies Rubric, and (c) Southern Regional Education Board Critical Factors for Principals Competencies Rubric.

Internship

Under the direct supervision of a principal mentor and a faculty supervisor (jointly selected by the program and cooperating districts), candidates will participate in activities at all grade levels (i.e., preschool through grade 12) in the following internship experience settings:

- 1) engagement in instructional activities with teachers in general education;
- 2) engagement in instructional activities with teachers in special education;
- 3) engagement in instructional activities with teachers in bilingual education;
- 4) engagement in instructional activities with teachers in gifted education;
- 5) observation of the hiring of teachers, other certified staff, and noncertified staff;
- 6) observation of supervision and evaluation of teachers, other certified staff, noncertified staff;
- 7) engagement in the development of a professional development plan for teachers; and
- 8) engagement in leadership opportunities to demonstrate that the candidate meets the required competencies described in the Illinois Internship Assessment Rubric.

Candidates will be conducted over a minimum of three semesters, as outlined in Internship course descriptions above:

- Semester 1—ELCF 5345 Internship I. Candidates must also have participated in the program-facilitated orientation at admission.
- Semester 2—ELCF 5346 Internship II
- Semester 3—ELCF 5347 Internship III. Candidates must have taken and passed both Illinois Principal Preparation tests 195 and 195. Candidates must also have successfully completed the state-mandated training in evaluation of staff to conduct Internship III.

Candidates have 24 months to complete all the internship cycle. They must submit a petition to the program facilitator to be allowed to conduct internship activities beyond 24 months.

Note: The internship does not include activities that are not directly related to the provision of instruction at the school (e.g., supervision of students during lunch or recess periods, completion of program coursework).

Higher Education Administration Option

The Higher Education Administration (Master Program) is a 36-hour program. The goal of the Higher Education Administration program is to prepare individuals for entry and mid-level managerial or research positions offered at community, senior colleges and universities. This program is also intended to improve the skills of those individuals who currently serve in administrative positions at such institutions, as well as provides alternatives to those who would like to change their careers to enter into the field of higher education administration.

The program provides practical hands-on experiences gained through internships at community colleges, and universities. It aids students in gaining employment opportunities in this field of study. Our students are actively engaged in educational research that will increase their job opportunities in this interesting and exciting field of study.

Motivating, challenging and engaging topics in our coursework will promote life time learners: These topics consist of: leadership and administration, analyzing policies, school law, evaluation, ethics, goals and objectives, and more

Program Requirements

The program option requires 36 semester hours of coursework, which includes the practicum experiences as well as the Master's Thesis.

Careers

Upon completion of the program, individuals will receive a M.A. in Higher Education Administration, and will qualify for higher education administrative careers that may include the following Job Opportunities in the field of Higher Education:, Academic Advising,

Admissions and Enrollment, Adult and Continuing, Education Programs, Alumnus Associations and Services , Arts and Museum, Administration Assessment, Athletics and Coaching, Broadcasting, Radio, and Television, Bursar and Student Accounts, Business and Financial Services Career Counseling and placement Child Care, Computer and Information, Technology, Conference and Events Administration, Counseling, Career Design, Development and Fundraising, Disability Services, Distance Education Programs, Financial Aid, Food Services, Health And Medical and Medical Management, Faculty Development, Human Resources, International Programs, Laboratory and Research, Legal Affairs, Libraries, Multicultural Affairs and Affirmative Action, Police and Public Safety, Publication and Editing, Registrars, Residence Life and Housing, Sales, Secretary and Administrative, and more; and Assistant Dean, Research Assistant, Program Director, Student Services Director and Curriculum Coordinator.

Application Procedure

To apply for admission to the program, students should: contact Graduate and Professional Studies at Chicago State University, (773) 995-2404 and request an application packet or visit <http://www.csu.edu/GraduateAdmissions/>. Official transcripts from all institutions previously attended are required.

Admission Requirements

In addition to meeting the university's general admission requirements, the applicant must (a) have an earned bachelor's degree from an accredited college or university, (b) have a grade point average (GPA) of 3.0 on a four-point grading scale, (c) provide written verification of two full years of educational work-related experience from a school district or higher education personnel officer, and (d) provide two letters of recommendation from two different school administrators and/or supervisors who are familiar with the applicant's educational work related experience.

Courses Required

- ELCF 5010: Curriculum Development and Learning Theories (3 credit hours)
- ELCF 5130: Human Relations and Leadership (3 credit hours)
- ELCF 5380: Collective Negotiations (3 credit hours)
- ELCF 5400: Higher Education Administration Law (3 credit hours)
- ELCF 5410: Proposal Development for Government and Private Funding (3 credit hours)
- ELCF 5600: Seminar in Finance and Budget for Higher Education (3 credit hours)
- ELCF 5780: Practicum in Higher Education Administration I (3 credit hours)
- ELCF 5790: Practicum in Higher Education Administration II (3 credit hours)
- ELCF 5920: Organization and Governance in Higher Education (3 credit hours)
- ELCF 5930: Higher Education Admin and Evaluation (3 credit hours)
- ED 5960 Fundamentals of Educational Research (3 credit hours)
- ELCF 5660: Master's Thesis (3 credit hours)

Educational Leadership

Department: Doctoral Studies in Education

Interim Department Chair: Kimberly Edwards-Underwood

Faculty: Byung-In Seo, Crystal Laura, Chandra Cabraal

Degree(s)/Certification(s)

EdD in Educational Leadership

+ State of Illinois Superintendent Endorsement

Content Designations

The Ed.D. in Educational Leadership degree is designed to develop excellent educational leaders who are well rounded in research and theory in the organizational, sociological, legal, economic, political, philosophical and historical foundations of education.

Our doctoral program has been designed to prepare leaders and administrators for service in a variety of organizational settings. Components of the degree program include the cohort model (wherein all students in the cohort begin and complete their core courses at the same time), application of theory to practice, action science, group presentations, theme-based and program-based seminars, frequent colloquia and many other experiences deemed current and appropriate for doctoral students. Our expectations are that students completing the program will be prepared as knowledgeable and skilled practitioners fully equipped for success in a dynamic and changing world.

Applicants are expected to demonstrate acumen in writing, problem solving, data analysis, and the use of educational technology. Further, applicants are expected to demonstrate understanding of the principles, modes of inquiry, and content of educational administration and supervision.

Admission Requirements

The Doctoral Program in Educational Leadership (Ed.D.) is designed to prepare leaders and administrators for service in a variety of educational settings. Within a cohort model (wherein all students in the cohort begin and complete their core courses at the same time), components of our program include the application of theory to practice, group presentations, theme-based and program-based seminars, frequent colloquia and many other experiences deemed current and appropriate for doctoral students. Applicants are expected to demonstrate skill relevant to research, writing, data analysis and technology. In addition applicants are expected to exhibit an understanding of principles and modes of inquiry, as well as content associated with educational organization, administration and supervision.

- To be considered for admission into the program, applicants must submit all of the following:
- A completed application form;
- A nonrefundable application fee;
- 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.
- Applicants 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;
- Three letters of recommendation from professors and/or administrators addressing the applicant's potential for success in a doctoral program;
- 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;
- 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.

Students are required to make satisfactory progress toward completion of the program. The department chair must approve any courses taken outside of the prescribed curriculum.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

EdD Educational Requirements

The Ed.D. in Educational Leadership program requires 54 semester hours of coursework, including 42 hours of core courses and a minimum of 12 hours of dissertation writing. In addition to the required coursework, the doctoral program in Educational Leadership includes a qualifying examination (administered after the core coursework is completed), the dissertation, and the dissertation defense. Further, for interested doctoral students who already hold the

Illinois Type 75 Administrative Certificate, successful completion of the program may lead also to the Superintendent's Endorsement.

EDDL 6010 Organizational Theory and Educational Leadership (3)

EDDL 6050 Research and Statistics I (3)

EDDL 6100 Curriculum and Instructional Leadership (3)

EDDL 6250 Research and Statistics II (3)

EDDL 6200 Administrative Law (3)

EDDL 6350 Qualitative Research (3)

EDDL 6150 Philosophical and Ethical Foundations of Education (3)

EDDL 6300 Public Policy and Politics of Education (3)

EDDL 6400 Personnel Administration (3)

EDDL 6450 Financial Administration (3)

EDDL 6500 Educational Change and School Improvement (3)

EDDL 6550 Educational Assessment and Evaluation (3)

EDDL 6600 Critical Issues in Urban Educational Leadership (3)

EDDL 6650 Seminar in Research and Dissertation Development (3)EDDL 6700 Clinical Experience I (3-100)**

EDDL 6710 Clinical Experience II (3-100)**

Qualifying Examination

EDDL 6990 Dissertation (3)*

*NOTE: Following admission to candidacy, a doctoral student must enroll for 1 to 6 dissertation hours every fall and spring term for a minimum of 12 semester hours until completion of dissertation. Candidates have seven (7) years from the date of admission to complete the program. May repeat for credit.

** For students pursuing the optional Superintendent's Endorsement.

Elementary Education

Department: Elementary and Middle Level Education

Chairperson: Margaret Kelly

Faculty: Dennis Federico, Karen Freeman, Nancy Grim, Timothy Harrington, Douglas Lia and Chyrese Wolf

Degree(s)/Licensure(s)

MAT in Elementary Education

+ State of Illinois Type 03 Licensure (Grades K-9)

Post-Baccalaureate Certificate for Licensure in Elementary Education

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 holding a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial professional teacher license. 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 Licensure; licensure requires successful completion of the Illinois Licensure Test of Academic Proficiency, Elementary/Middle Grades content area, and Assessment of Professional Teaching (APT) (Elementary K-9). A second option, the Focus Program, is available for those who have already earned an initial licensure and are seeking a subsequent licensure.

Our Mission

The mission of the Elementary and Middle Level programs is to develop licensed 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 licensure 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 Licensure Test of Academic Proficiency 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.
 - e) A minimum grade of B in all transfer courses.
 - f) 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 Licensure Content Area Test in Elementary/ Middle Grades (K-9). Students must submit proof of passing the licensure 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) licensure 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

Clinical experiences are required in methods courses, student teaching course, and other courses. Hours vary by course.

Comprehensive examination

Senior Thesis/Capstone Project

Completion of elementary education program assessment requirements, including an approved student portfolio

Subsequent Licensure Option – Focus Program

Admission Requirements

1. Initial, Standard, or Master Illinois Teacher Licensure;
2. Passing score report on the Illinois Licensure Test of Academic Proficiency;
3. Three months of teaching experience as a licensed 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.

Licensure Only (25-28 semester hours)

MAT (32 credit hours)

Licensure 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

80 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.

Certificate in Elementary Education

This post-baccalaureate certificate program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn Illinois teacher licensure for K-9 elementary education. Program completers qualify for an initial Type 3 Illinois License in elementary education K-9. Successful completion of the Test of Academic Proficiency is required for admission to the College of Education and to enroll in Professional Education courses. Successful completion of the Content Area Test is required to enroll in Student Teaching II. The Academic Proficiency Test (APT) also is required for certificate completion.

Prerequisites:

Many if not all of these may be completed with the undergraduate degree the candidate transfers in. Any general education courses required for certification not completed and transferred in will be required. A grade of C or better will count towards completion of requirements.

Successful completion of all the following general education courses (54 hours):

ENG 1270 and 1280	Composition I and II
CMAT 1130	Oral Communication
ENG 1260	Intro to Literature

ART 1100 or MUS 1340	Art or Music Appreciation
Two semesters of a single foreign language	
BIOL 1510	Concepts of Biology
BIOL elective course	
PHS 1100	Physical Science I
PHS 1130 or 1140	Chemistry/Earth Science
HIST 1310	US History Since 1877
POL 1010	American National Government
GEOG 1100	Global Diversity
PSYC 1100	Intro to Psychology
PSYC 2040	Child/Adolescent Psychology
MATH 1010 and 1020	Math for Eled Teachers 1 and II

Successful completion of a concentration of the student's choice (15 hours):

Six hours at the 1000-level or above
 Nine hours at the 2000-level or above
 Student must maintain a 2.5 GPA in this area.

Professional Education - 52 semester hours; fieldwork 95 hours (minimum 2.5 GPA)

ED 1500; ED 1520; ED 4312; ED 2000; PSYC 2020; ELED 3010; READ 3700; SPED 4301; PE 2040;
 READ 4280/5280; ED 4100/5100; ELED 4140/5140; ELED 4150/5150; ELED 4170/5170; ELED
 4190/5190; SED 4303; READ 4160/5160; ELED 3092; ELED 4200/5200

All courses require a grade of C or above as transfer credit or completed at Chicago State University. Specific certificate requirements are listed below.

Specific Certificate Requirements:

Successful completion of all listed pre-requisites and all eighteen credit hours of required course work with the prerequisite of admission to the College of Education (see below).

Required Courses (18 hours):

Taking these courses requires being admitted to the College of Education. A minimum 2.5 GPA is required prior to taking ELED 4210/5210:

- READ 4280/5280 (3) Teaching Reading and Language Arts
- ELED 4140/5140 (3) Teaching Science
- ELED 4170/5170 (3) Teaching Mathematics
- SED 4303 (3) Teaching Students With Special Needs
- ELED 4210/5210 (6) Student Teaching II

Library and Information Science

Department: Information Studies

Chair: Kimberly Black-Parker

Faculty: John Agada, Gabriel Gomez, Sharon Hu, Suyu Lin, Brenda Pruitt-Annisette

Degree(s)/Licensures

MS in Library and Information Science (MSLIS)

Library Information Specialist – Initial Professional Educator Licensure (Type 10)/Professional Educator License with an Endorsement as a Library Information Specialist

Library Information Specialist Endorsement Only

Archives and Records Management Certificate

Content Designations

LIS/LIMS

The Master of Science degree in Library and Information Science (MSLIS) prepares professionals to design and manage library and information services in a variety of settings. The program is designed to reflect an urban focus with the following specializations: 1) school libraries (licensure or endorsement to become a School Library Information Specialist, 2) archives and record management, 3) academic libraries, and 4) public libraries.

Completion of the MSLIS alone does not satisfy the requirements for an Illinois Professional Educator License in Library Information Specialist. In order to be licensed, the student must also complete the requirements listed below in the section – Additional Requirements for School Library Candidates Seeking to Endorse a Professional Educators License with a Teaching Endorsement (options 1 & 2) or earn a Professional Educators License (option 3).

An option is available to students interested in adding an endorsement to their Professional Educators License as a Library Information Specialist.

The department currently has three avenues to becoming a Library Information Specialist recognized by the state of Illinois to work in school libraries.

- Option 1. Current holders of an Illinois Professional Educator License with a teaching endorsement can earn an MSLIS with a Library Information Specialist endorsement valid for grades K -12 through our school library concentration.
- Option 2. Current holders of an Illinois Professional Educator License with a teaching endorsement can earn the Library Information Specialist Endorsement through our school library endorsement-only sequence. This is a non-Masters degree option that allows you to teach in a school library for the grade range currently on your license.
- Option 3. Applicants without an Illinois Professional Educator License can earn their Illinois

Professional Educator License with a Library Information Specialist Endorsement through our MSLIS concentration in School Libraries. This requires an additional professional education sequence including student teaching

General Admission Requirements for all MSLIS Degree Applicants

Applicants interested in applying to the Masters of Science in Library and Information Science (MSLIS) must:

- Fulfill the general university requirements for admission to a graduate program;
- Have 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. Applicants with a grade point average between 2.75 and 2.99 for the final 60 semester credit hours of undergraduate and/or graduate courses may qualify for conditional admission.
- Complete departmental admission requirements, including providing a writing sample, completing a technology skill assessment, and participating in an interview.

Additional Admission Requirements for Teaching in Illinois School Libraries (Professional Educators License (PEL)) with a Teaching Endorsement

Applicants for Options 1 and 2 (MSLIS with the Library Information Specialist Endorsement only/non-degree:

- Provide evidence of a current State of Illinois Professional Educators License with a teaching endorsement.

Applicants for Option 3, a Professional Educator License, an MSLIS and a Library Information Specialist Endorsement must also follow these steps:

- Make an appointment with the certification counselor to have their transcripts evaluated in order to determine eligibility into the MSLIS Professional Educator Licensure program.
- Be fully admitted into the College of Education and complete all general education coursework required for licensure. This includes successful completion of the Illinois Test of Academic Proficiency in Basic Skills.

General Requirements for all MSLIS Candidates

- All requirements for the master degree must be completed within six years.
- Completion of all credit hours at the graduate level as directed below to fulfill program requirements, with no more than two courses with a grade of a C.
- Students must maintain a minimum 3.0 cumulative GPA in the program to demonstrate satisfactory academic progress and good academic standing. A student is placed on probation if the cumulative GPA falls below 3.0 for any term. After being placed on probation, a student must maintain a minimum cumulative GPA in the program of 3.0 within the next two terms or will be dismissed from the program.

- Completion of the university research requirement, which culminates in the creation of a graduate thesis/project.
- Submission of an electronic graduate portfolio completed during the Capstone course.
- Adherence to all College policies as stated in this catalog, unless exceptions or higher expectations are noted in program documentation.

Additional Requirements for School Library Candidates Seeking to Endorse a Professional Educators License with a Teaching Endorsement (Options 1 & 2) or earn a Professional Educators License (Option 3)

Option 1: Candidates seeking a MS LIS and an Endorsement of a Professional Educators License must also:

- Provide evidence of passing the Content Area Test and the Assessment of Professional Teaching Test (Special K-12).

Option 2: Candidates seeking an Endorsement of a Professional Educators License must also:

- Provide evidence of passing the Content Area Test.

Option 3 Candidates seeking a Professional Educators License, and endorsement in LIS, and a MS LIS must also:

- Meet the program and College requirements in effect at the time they officially are accepted in a program leading to certification at CSU, regardless of when they were admitted to the university.
- Provide evidence of passing the Content Area Test and the Assessment of Professional Teaching Test (Special K-12).
- Maintain an acceptable background check for work in schools with children.

Specific Requirements (35 – 44 Credit Hours)

Required Courses (15 Credit Hours)

The following five required courses are to be taken at the beginning of the student's master's program.

- LIS 5050/LIMS 5340: Foundations of the Information Professions
- LIS 5060/LIMS 5320: Organization of Information
- LIS 5070/LIMS 5360: Introduction to Reference Services
- LIS 5080/LIMS 5025: Information Technology for Library and Information Agencies
- LIS 5090/LIMS 5310: Research Methods in Library and Information Science

Directed Elective Courses (15 – 43 Credit Hours)

Students will select one of the following specializations and complete the sequence of courses listed:

School Libraries

- Professional Education Coursework Sequence (approx. 18 credit hours) – FOR OPTION 3 CANDIDATES ONLY

- LIS 5710/LIMS 5240: Literature and Services for Children
- LIS 5720/LIMS 5010: Literature and Services for Young Adults
- LIS 5520/LIMS 5020: Cataloging and Classification
- LIS 5120/LIMS 5300: Administration of Media Centers
- LIS 5130/LIMS 5140: Curriculum in the Media Center
- LIS 5180/LIMS 5005: Clinical Experiences in School Library Media Centers
- LIS 5185/LIMS 5992: Certification Exam Review
- LIS 5190/LIMS 5004: Student Teaching and Seminar (FOR OPTON 3 CANDIDATES ONLY)

Archives and Records Management

- LIS 5200/LIMS 5021: Archives and Records Administration
- LIS 5970/LIMS 5600: Field Practicum
- Four electives selected with an advisor (2 may be taken outside of the department)

Academic Libraries

- LIS 5300/LIMS 5120: The Academic Library
- LIS 5390/LIMS 5280: Management and Organization of Libraries
- LIS 5510: Database Design for Information Storage and Retrieval
- LIS 5970/LIMS 5600: Field Practicum
- Two electives selected with an advisor

Public Libraries

- LIS 5350/LIMS 5110: The Public Library
- LIS 5390/LIMS 5280: Management and Organization of Libraries
- LIS 5510: Database Design for Information Storage and Retrieval
- LIS 5970/LIMS 5600: Field Practicum
- Two electives selected with an advisor

Concluding Courses (4 to 7 Credit Hours)

The following three concluding courses are to be taken at the end of the student's master's program:

- LIS 5980/LIMS 5060: Thesis / Project (At least 3 credit hours)
- LIS 5990/LIMS 5033: MSLIS Capstone (1 credit hour)

Non-Degree Endorsement in School Library Media for Certified Teachers (24 Credit Hours)

Specific Requirements (24 Credit Hours)

Students who are already have an Post-Ballinois Professional Educator License and would like to add an endorsement for School Library Media / Library Information Specialist can take the following suggested sequence of courses to satisfy the State of Illinois credit hour requirements.

- LIS 5050/LIMS 5340: Foundations of the Information Professions
- LIS 5070/LIMS 5360: Introduction to Reference Services
- LIS 5080/LIMS 5025: Information Technology for Library and Information Agencies
- LIS 5710/LIMS 5010: Literature and Services for Children
- LIS 5720/LIMS 5240: Literature and Services for Young Adults
- LIS 5520/LIMS 5020: Cataloging and Classification
- LIS 5120/LIMS 5300: Administration of Media Centers
- LIS 5130/LIMS 5140: Curriculum in the Media Center
- LIS 5185/LIMS 5992: Certification Exam Review

Students who will work in a building that includes grades 5, 6, 7, and/or 8 and who do not already have a middle school endorsement must complete two additional courses, ELCF 5440 and PSYC 4210, for a middle school endorsement.

Certificate in Archives and Records Management (18 Credit Hours)

The post-baccalaureate Certificate in Archives and Records Management (ARM) serves students with undergraduate degrees in history or other disciplines. The ARM program is designed for students who wish to pursue careers in archives, records management, and in libraries with special collections units that include archives and records management divisions. ARM also provides professional development opportunities for support staff in Chicagoland archives and special collections units who need a credential in the field. Some of the credit hours earned in this certificate may also be applied to the Master of Arts in History and the Master of Science in Library Science.

Required Courses (12 Credit Hours)

- LIS 5200 / LIMS 5021: Archives and Records Administration
- LIS 5220 / LIMS 5029: Electronic Records Management
- HIST 5312: Oral History Theory and Practice
- HIST 5352: The Chicago Experience

Two Elective Courses (6 Credit Hours)

- LIS 5570 / LIMS 5030: Digitization and Digital Repositories
- LIS 5240 / LIMS 5031: Curatorship of Historical Collections
- LIS 5970 / LIMS 5600: Field Practicum
- HIST 5400: Historical Methods
- Another course approved by the department

Middle Level Education

Degree(s)/Certification(s)

Chairperson: Margaret Kelly

Faculty: Karen Freeman, Nancy Grim, Timothy Harrington and Chyrese Wolf

MAT in Middle School Elementary Education

+ State of Illinois Type 04 Licensure

(Grades K-9 + Highly Qualified Middle School Endorsement)

Post-Baccalaureate Certificate for Licensure in Middle Level Education

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 licensure. Completion of the Master of Arts in Teaching degree in Middle School Education qualifies students for an Initial Type 03 (K-9) Illinois Elementary licensure 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. Licensure requires the successful completion of the Illinois Licensure Test of Academic Proficiency, 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 Test of Academic Proficiency 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 Licensure 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 Licensure Content Area Test in Elementary/Middle Grades (K-9) he/she must take and pass ELED 3920.

Certificate in Middle-Level Education

This post-baccalaureate certificate program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn Illinois teacher licensure for K-9 elementary level education with a middle level endorsement. Program completers qualify for an initial Type 3 Illinois License for K-9 and a middle level endorsement. Successful completion of the Illinois Test of Academic Proficiency is required for admission to the College of Education and to enroll in professional education courses. Successful completion of the

Content Area Exam is required to enroll in Student Teaching II. The Academic Proficiency Test (APT) is required for certificate completion.

Prerequisites:

Many if not all of these may be completed with the undergraduate degree the candidate transfers in. Any general education courses required for certification not completed and transferred in will be required. A grade of C or better will count towards completion of requirements. Minimum program GPA of 2.5, unless otherwise indicated.

Successful completion of all the following general education courses (51 hours):

ENG 1270 and 1280	Composition I and II
CMAT 1130	Oral Communication
MUS 1134 or ART 1101 or ENG 1260	Art/Music Appreciation; English Literature
6 hours of a single foreign language	
PHS 1100	Physical Science I
PH S 1130	Practical Chemistry I
PHS 1140	Earth Science
BIOL 1510	Concepts of Biology
HIST 1310	US History Since 1877
POL 1010 or ECON 1000	American National Government; Issues American Economy
GEOG 1100	Global Diversity
PSYC 1100	Intro to Psychology
PSYC 4210	Adolescent Psychology – Middle Teacher
MATH 1010 and 1200	Math for Eled Teachers I; College Algebra

Area of Concentration (21 hours) in mathematics, science, social studies, or language arts/English. 9 hours must be at the 2000 level or above. Overall GPA in area of concentration must be 2.5. Candidates may transfer in credits from an undergraduate degree (grades of C or better).

Mathematics – MATH 1210; 1410; 1600; 4040; 4050; 4060; 4220/5220

Science – PHS 2110, 2113; BIOL 1710; BOT 2050 or PSLY 2040 or ZOOL 2040 or BIOL 2059; BOT 20504230

Social Studies – HIST 4280, 4620; GEOG 2230; POL 2070; GEO 1200, 1010; ECON 1010; MIDS 4240

Language Arts/English – ENG 2910, 2280, 5370, 5377; MIDS 4020, 4250; Foreign Language Elective III

Professional Education - 59 semester hours, 160 field hours

(minimum 3.0 GPA)

ED 1520; ED 4312/5312; READ 3700; ELCF 2000; PE 2040; PSYC 2020; SED 4301; MIDS 301, 3020; LIMS 4002/5002; BIL 4150/5150 or READ 4150/5150.

Professional Courses (require admission to College of Education)

SED 4303/5303; ELCF 4440/5440; MIDS 4160/5160; READ 4291/5291, 4160/5160, 4170/5170;
MIDS 4200/5200; ELED 092/3092

All professional courses require a grade of B or above as transfer credit or completed at Chicago State University.

Specific certificate requirements are listed below.

Specific Certificate Requirements:

Successful completion of all listed pre-requisites and all eighteen credit hours of required course work with the prerequisite of admission to the College of Education (see below).

Transfer Credit to CSU:

Graduate transfer credit must be at the grade of B or higher for professional education courses.

Required Courses (18 hours; 115 field hours):

Taking these courses requires being admitted to the College of Education.

ELCF 4440/5440 (3) Philosophy/Curric/Instruct Methods – Middle Schools
MIDS 4200/5200 (3) Field Practicum/Student Teaching I
SED 4303/5303 (2) Teaching Students with Special Needs
READ 4291/5291 (4) Teaching Reading/Language Arts in Middle Schools
MIDS 4210/5210 (6) Student Teaching II (Last semester)

Physical Education

Department: Secondary Education, Professional Studies, and Recreation

Chairperson: Mark Kutame

Faculty: Sarah Buck, Robert Szyman, and Edward Reed

Degree(s)/Certification(s)/Licensure

MS Ed in Physical Education (Grades K-12)

Post-Baccalaureate Certificate for Licensure in Physical Education.

Content Designations

PE

The Department of Secondary Education, Professional Studies, and Recreation offers a Master of Science in Education degree in Physical Education. Completion of the master's degree program does not lead to teacher licensure.

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 educator licensure 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.
- 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 /25 credit hours, 3 credit hours of electives, and 6 credit hours of thesis. The elective course must be selected from physical education elective courses only.

Core: ED 5960/PE 5000; PE 5030, 5090, 5110, 5160, 5230, 5270, 5406, 5950

Electives: PE 5020, 5022, 5034, 5050, 5150, 5255

Thesis: PE 5910

Capstone Option (34 credit hours)

Required core of 25 credit hours, 6 hours of selective electives, and 3 credit hours of capstone project. No more than one health course may be used as an elective in this option.

Core: ED 5960/PE 5300; PE 5030; PE 5090; PE 5110; PE 5160; PE 5230; PE 5270; PE 5406; PE 5950

Electives: PE 5020, 5022, 5034, 5050, 5150, 5255; HS 5010, 5020, 5030, 5050, 5060, 5070, 5080, 5400, 5420, 5440, 5500, 5560, 5570, 5600, 5620, 5630 (only one health course may be taken as electives)

Capstone: PE 5240, 5220, and 5260

Certificate in Physical Education

This post-baccalaureate certificate program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn Illinois teacher licensure for K-12 physical education. Program completers qualify for an initial Type 10 Illinois Special License in physical education for grades K-12. Successful completion of the Illinois Basic Skills/Test of Academic Proficiency is required for program admission. Certificate completion requires the passing of the Illinois Content Area Test for Physical Education and Assessment of Professional Teaching (Special: K-12) Test.

Prerequisites:

Successful completion of all the following prerequisite courses:

PSYC 2040 (3) Psyc Childhood & Adolescence
ZOOLOGY 2050 (4) Human Functional Anatomy

Specialization - 54 semester hours; minimum 2.5 GPA

HS	1575	(3)	First Aid
HS	2200	(3)	Personal Health & Wellness
PE	2010	(2)	Hist & Phil of PE
PE	2070	(3)	Tech for PE and Rec Prof
PE	2080	(1)	Nontrad Activities
PE	2130	(1)	Tumbling & Gymnastics
PE	2140	(2)	Mvmnt Cone & Dance
PE	2360	(2)	Aquatics for PE and Rec
PE	2380	(2)	Lifetime Sports
PE	2390	(2)	Team Sports
PE	2500	(2)	Assessment in PE
PE	2610	(2)	Principles of Physical Fitness
PE	2611	(2)	Principles of Group Exercise
PE	2620	(3)	Intro to Exercise Phys
PE	2363	(4)	Motor Learning and Development
PE	3010	(3)	Applied Biomechanics
PE	4022	(3)	Meas & Eval in PE/PE 5022 (post-bac)
PE	3030	(3)	Physiology of Exercise
PE	3280	(3)	Psycho-Social Aspects of Sport/PE 5090 (post-bac)
PE	3520	(2)	Curriculum Design in PE/PE 5160 (post-bac)
HPR	2500	(3)	Organ & Admin of HPER/PE 5110 (post-bac)
REC	2300	(3)	Outdoor Rec and Team Building

Professional Education - 13 semester hours; fieldwork 95 hours

(minimum 2.5 GPA)

ED 1500 (1; no cr); PSYC 2020 (3; f10); SPED 4301 (3; f15); PE 1950 (2; f15); PE 2800 (2; f35); PE 3040 (3; f15)

All courses require a grade of C or above as transfer credit or completed at Chicago State University.

Specific certificate requirements are listed below.

Certificate Requirements:

Successful completion of all listed pre-requisites and all eighteen credit hours of required course work with the prerequisite of admission to the College of Education (see table below).

Transfer Credit to CSU:

A maximum of nine credit hours of combined prerequisite and required certificate professional education courses taken at a junior or community college can be transferred. Credit for PE 5520, 5530, 5540, and 5750 cannot be transferred into the program.

Required Courses (18 hours):

Taking these courses requires being admitted to the College of Education.

- | | |
|--------------------|---|
| S ED 5301 (3; 15f) | Characteristics of Exceptional Children
(Fall, Spring, and Summer semesters) |
| PE 5530 (3) | Methods and Practicum in Physical Education in the
Elementary/Middle School
(Spring semester only) |
| PE 5540 (3) | Methods and Practicum in Physical Education in the Secondary
School (Fall semester only) |
| PE 5520 (3; f100) | Student Teaching in K-12 Physical Education, Semester I
(Long semester before PE 5750) |
| PE 5750 (6) | Student Teaching in K-12 Physical Education, Semester II: (No other
courses may be taken during the semester of student teaching. Last
semester.) |

Reading

Department: Elementary and Middle Level Education and Reading

Chairperson: Margaret Kelly

Faculty: Douglas Lia, and Chyrese Wolf

Degree(s)/Licensure(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 License. Evidence of passing the Illinois Licensure Test of Academic Proficiency in Basic Skills 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 License in Reading. Licensure requires the successful completion of the Illinois Licensure Tests of Academic Proficiency, Reading Specialist, and Assessment of Professional Teaching (Special K-12). The International Reading Association (IRA) accredits the program in the Teaching of Reading.

Completion of the master's program also qualifies students for an endorsement in reading if the license they hold when entering the program is a (K-9) elementary or (6-12) high school license. 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 License. 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

- fulfill the general requirements for admission to a graduate program;
- have a minimum GPA of 3.0 or higher in their undergraduate degree (minimum GPA of 2.75 for conditional admission);
- possess a current State of Illinois Initial or Standard Teacher License or eligibility for an Initial or Standard Teacher License;
- provide evidence of a passing score report on the Illinois Licensure Test of Academic Proficiency in Basic Skills passed anytime since 1987;
- have completed courses in the teaching of reading and children's/adolescent's literature as pre-requisites for the program.
- Have completed one year of full-time classroom teaching on a professional license.

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 licensure 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 and two years of full-time classroom teaching at the point of program completion.
- 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 Licensure Test for the Reading Specialist as one of the assessments in READ 5260, and proof of passing the Illinois Licensure 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 Requirements (37 Credit Hours)

Core Courses (33 Credit Hours)

READ 5200, 5210, 5220, 5230, 5240, 5250, 5260, 5270, 5530, 5550

Thesis Course (4 Credit Hours): READ 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.

Licensure Testing

Reading Specialist Licensure Test #176 for the Master's Degree or Reading Teacher Licensure Test #177 for the Reading Teacher Endorsement.

Additional Courses required for Middle Grade Endorsement if First Middle Grade Endorsement

ELCF 5440, PSYC 5210

Recreation

Department: Secondary and Middle School Education (K-12 & 6-12)

Chairperson: Mark Kutame

Faculty: June Price-Shingles

Certificate in Therapeutic Recreation (CTRS)

The post-baccalaureate certificate in Therapeutic Recreation program is designed to enable individuals to attain the Certified Therapeutic Recreation Specialist (CTRS) certificate by the National Council on Therapeutic Recreation Certification (NCTRC). Courses completed in the program may be applied towards a master's degree. The certificate consists of five required courses and one elective course chosen between two courses.

CTRS Certification (12-18 credit hours)

REC 5000; REC 5280; REC 5300; REC 5320; REC 5430; REC 5440; REC 5500; 1 elective course chosen between two courses.

GENERAL REQUIREMENTS

Be proficient computer and internet user

Proof of passing the following supportive courses in their bachelor's degree or within five years of entering the certificate program: (1) Anatomy and physiology, (2) Abnormal psychology, (3) Human Growth and Development across the lifespan or equivalent.

SPECIFIC REQUIREMENTS

1. Pass all six courses with a grade of "C" or better.
2. Proof of passing the supportive courses.
3. Proof of one year of paid work experience under the supervision of a CTRS (or equivalent as determined by NCTRC) or complete an internship.

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)/Licensures(s)

Degrees Awarded through the College of Education:

Master of Arts in Teaching in Secondary Education

Master of Arts in Teaching in K-12 Education

Licensures Entitled through the College of Education

Illinois Professional Educator License endorsed for teaching Secondary Education (6-12) or K-12 Education in a specific endorsement area (see content endorsements below)

Content Endorsements/Designations

K-12 Visual Arts – ART

Secondary Science (Biology) – BIO

Secondary Business Education – BE

Secondary Science (Chemistry) – CHEM

Secondary English – ENG

Secondary Family and Consumer Sciences -- FCS

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 (MAT) degree in Secondary Education or K-12 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 license. Completion of the Master of Arts in Teaching degree in Secondary Education qualifies students for an Illinois Professional Educator License endorsed for teaching grades 6-12 in science (with a biology, chemistry, or physics designation), business education, English, family and consumer science, social science (with a geography or history designation), technology education, or mathematics; or endorsed for teaching grades K-12 in visual arts, music, physical education, physics or Spanish. Licensure requires successful completion of the Illinois State Licensure Test of Academic Proficiency (TAP), Content Area, and Assessment of Professional Teaching (APT).

Admission Requirements

Applicants intending to apply to the Master's of Arts in Teaching in Secondary Education program must

- submit proof of successful completion of Illinois Licensure Test of Academic Proficiency;
- provide two (2) transcript(s) as evidence of a baccalaureate degree from a regionally accredited college or university;
- demonstrate a minimum grade of C in all transfer courses;
- demonstrate that the final 60 credit hours of bachelor's degree coursework is a minimum GPA of 2.75;
- 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.

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 educator licensure 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 Licensure Test of Academic Proficiency, is required prior to registration in any professional education courses other than ED 5000; ED 5312; COUN 5830; S ED 5301; ED 5960; ED 5400; PE 5160; ELCF 5530.
- 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 Licensure Content Area Test and proof of passing the Illinois Licensure Test of Assessment of Professional Teaching (6-12 or 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 content area with advise of the department.
- Completion of a master's thesis.
- No more than two grades of C may be applied toward the degree.
- 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 Endorsement in a new grade range for Licensed Teachers – Focused Program (6-12)

The purpose of the focused program for licensed teachers is to provide individuals holding an Illinois Professional Educator License with teaching endorsements in Elementary or Early Childhood Education the opportunity to add endorsements in a 6-12 or K-12 content area.

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.

Special Education

Department: Graduate Programs in Education

Chairperson: Florah Luseno

Faculty: Quintella Bounds

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:

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

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 Illinois Special Education (K-12) Professional Educator licensure. 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 a bachelor's degree from an accredited college or university; and/or an initial or standard Illinois teaching certificate;
2. Have an initial or standard Illinois teaching certificate/professional educator licensure (for candidates interested in applying to the program for certified teachers only);

3. 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 a MEd degree program in Special Education;
 4. Provide proof of a passing score for the Illinois' test of basic skills/Test of Academic Proficiency (TAP test), or in lieu of the TAP, proof of an ACT plus Writing composite score of at least 22, or an SAT (critical reading and mathematics) composite score of 1030. Scores provided must be less than 10 years old at the time of submission;
 5. Submit two official copies of their transcripts from every college or university 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 Test of Academic Proficiency is required for admission) and school of graduate and professional studies.

Those candidates who are applying for admission into the Initial Certification Program are also expected to be within 6-12 credit hours of completing their course work in general education, with grades of C or better, 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 applying 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 will be 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 (or TAP) 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 special education course work at the graduate level.
- For candidates enrolled in the Initial Certification program, successful completion of student teaching experience (SED 5475) is required before program completion. Credit hours earned in SED 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.

- Completion of a master's thesis/project related to a topic in special education toward the end of the degree program, in SED 5492.
- A minimum GPA of 3.0 must be maintained in special education with no grades below a C.
- A minimum of half the courses applied to the satisfaction of master's degree requirements at the 5000-level.
- Special Education Comprehensive examinations near/within 6 hours of program completion. This comprehensive examination is only administered during the Spring or Fall semester in which the candidate plans to complete all other course requirements. Candidates must notify the department at the beginning of the semester in which they plan to be ready for the examination. The examination, if not passed the first time, may be repeated once within one year. Failure to pass the comprehensive examination the second time (within the year allowed) renders the student ineligible to receive the degree. The LBS-I State Licensure exam (# 155) is required prior to taking the comprehensive exam.
- Proof of passing the APT (K-12) Licensure Exam (#104) prior to completion of S ED 5488.
- Proof of passing the Special Education General Curriculum Licensure Exam (#163). Candidates enrolled in the Initial Certification Program are required to take and pass this exam after taking and successfully completing ELED 5140, ELED 5150, ELED 5170, & READ 5280. Those enrolled in the Certified Teachers Program are required to take and pass this exam by the time they take and successfully complete SED 5304, SED 5476, and SED 5477. Any candidate enrolled in the certified teachers program who fails to pass this exam will be required to take and successfully complete ELED 5140, 5150, 5170, & READ 5280, and then, re-take and pass this exam before he/she takes and completes SED 5492.
- For candidates enrolled in the Initial Certification program only, successful completion of student teaching experience (SED 5475) is required before program completion. Successful completion of all the required Illinois state licensure exams, and general education, professional education, and program course work and requirements is needed before student teaching. Completion of a digital educational portfolio that 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

Master's Level Course 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 Fundamentals of Education Research (3 hours)
SED 5304 Speech and Language Development 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 Project 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 may also be required to take and complete the following courses in general education and professional education (pending their transcript evaluation):

General Education (33/36 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 (3 hours), child psychology (3 hours); and 3 hours of Social Science Elective from history, political science, geography, economics, anthropology, psychology, sociology, or social science

Multicultural/Global Perspectives Elective/3 hours -- 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 (TAP) 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
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 (TAP test), 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 in special education cannot be approved for applicants who are either uncertified or not experienced teachers until they are admitted to the College of Education.

Technology Education

Department: Information Studies

Chair: Kimberly Black-Parker

Faculty: Moussa Ayyash, Elizabeth Osika

Degree(s)/Certification(s)

MSEd Technology and Education ((Does not lead to teacher licensure)

Corporate Safety Management Certificate

Education Technology Specialist

Telecommunications Management Certificate

Content Designations

IT, T&ED, TPS

Technology and Performance Improvement Studies

The Department of Information Studies offers a Master of Science in Education degree in Technology and Performance Improvement Studies. The purpose of the degree in Technology and Performance Improvement Studies is to prepare professionals to systematically evaluate situations and implement appropriate solutions in order to improve performance at the level of the worker, work, workplace, or world. The program puts heavy emphasis on the integration of the theories and practices in the areas of human performance technology (HPT), information and communications technology (ICT), and quality management and is aligned with the published standards of the International Society for Performance Improvement (ISPI). The program prepares students for positions such as managers and directors of information technology, performance improvement specialists, educational technologists, trainers, eLearning specialists, consultants, network administrators, systems analysts, and a variety of other professions.

Students are also prepared to sit for external certifications from ISPI, CISCO, CompTIA, and the American Society of Quality.

Program Format

The courses in the MS-TPIS program are offered completely online where students do not have any requirements to come to campus for class meetings. However, students may be required to be on campus for orientation and final exit interviews.

The program consists of 33 credit hours. Each student is required to take six required courses, four elective courses, complete the thesis/project requirements, and submit an electronic portfolio.

Elective courses can be selected from any of the following areas, allowing each student to create a program that meets their individual needs and professional goals.

- ☐ Performance Management
- ☐ Instructional Technology
- ☐ Training and Development
- ☐ Telecommunications
- ☐ Interdisciplinary Options

Specific Requirements

Required Courses (15 hours)

- ☐ TPS 5050 – Professional Practice and Portfolio I
- ☐ TPS 5060 – Fundamentals of Performance Improvement
- ☐ TPS 5070 – Informatics Essentials
- ☐ TPS 5080 – Quality Systems and Methods
- ☐ TPS 5090 – Research Methods in Technology and Performance Improvement
- ☐ TPS 5990 – Professional Practice and Portfolio II

Thesis/Project Requirements (6 hours)

- ☐ TPS 5980 – Thesis / Project

Students have the option to complete a thesis that requires 6 credit hours of TPS 5980 or complete a project that requires 3 credit hours of TPS 5980 and an additional three credit hour elective course relating to the topic of their project.

Elective Course Options (12 hours)

- ☐ TPS 5010 – Ethics and Issues with Technology
- ☐ TPS 5110 – Project Management (Pending)
- ☐ TPS 5120 – Change Management (Pending)
- ☐ TPS 5130 – Performance Consulting (Pending)
- ☐ TPS 5210 – eLearning Strategies and Techniques
- ☐ TPS 5220 – Internet Publishing for Information Specialists
- ☐ TPS 5230 – Multimedia Production
- ☐ TPS 5240 – Advanced Multimedia Production
- ☐ TPS 5300 – Fundamentals of Instructional Design
- ☐ TPS 5310 – Development of Instructional Materials
- ☐ TPS 5500 – Computer Systems Technologies
- ☐ TPS 5510 – Networking Fundamentals

- ☐ TPS 5520 – Network Configuration II
- ☐ TPS 5530 – Network Practicum I
- ☐ TPS 5540 – Network Practicum II
- ☐ TPS 5550 – Network Administration Technologies
- ☐ TPS 5610 – Wireless Network Security and Design
- ☐ TPS 5620 – Cloud Computing and Virtualization
- ☐ TPS 5630 – Database Systems and Technologies
- ☐ TPS 5920 – Survey Research Methods
- ☐ CMAT 5310 – Dynamics of Persuasion
- ☐ CMAT 5304 – Organizational Communication
- ☐ CMAT 5315 – Advanced Speech
- ☐ ED 5312 – Teaching with Technology
- ☐ ELCF 5720 – Integrating Technology into the Curriculum
- ☐ ELCF 5900 – The Adult Learner
- ☐ ELCF 5410 – Proposal Development for Government and Private Funding
- ☐ ELCF 5130 – Human Relations and Leadership
- ☐ LIS 5060 – Organization of Information
- ☐ LIS 5640 – Human Information Behavior
- ☐ PSYC 5190 – Fundamentals of Statistical Methods
- ☐ PSYC 5830 – Advanced Educational Psychology
- ☐ Another course with approval of advisor

Certificate in Corporate Safety Management (18 hours)

Students will be required to complete 18 credit hours in six courses that will be completed online. The study plan for this post-baccalaureate certificate 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 Education Technology Specialist (24 hours)

The post-baccalaureate certificate in Education Technology Specialist consists of eight required courses at minimum. The certificate targets interested students who already have an Illinois teaching certificate and are looking for endorsement as technology specialists. Students who

pass the Illinois Technology Specialist (178) test and complete all required certificate course will obtain the CSU certificate and will be eligible to obtain the Technology Specialist endorsement from the State of Illinois.

The certificate is an excellent option for professionals teaching computer science and/or those serving as district technology experts for hardware and networking. It will be delivered to a cohort in a combination of hybrid and online formats.

Students may pursue the certificate separately or as part of the Master of Science in Technology and Education or Master of Science in Library and Information Science. Courses will be planned for students to complete the requirements within one academic year.

Pre-requisites for admission:

- Possess a valid Illinois teaching certificate
- Basic technology literacy skills
- Consultation with program advisor to select appropriate course options

Certificate Requirements:

- A minimum of eight courses
- Pass the Illinois Technology (178) test
- Maintain a minimum of B grade average in program courses with a maximum of two C grades.
- For those seeking middle-school endorsements, complete six credit hours of professional education coursework (ED 5444 and PSYC 5210) in the middle school curriculum. This requirement is waived for those already endorsed for middle school or those who have completed the coursework.

Required Courses:

- ED 5312 – Teaching with Technology (3 hours)
- TPS 5070/LIMS 5350 Informatics Essentials OR TPS 5500/IT 5220 (Computer Systems Technologies) (3 hours)
- TPS 5510/LIMS 5233 Networking Fundamentals for Information Specialists (3 hours)
- TPS 5210/TED 5381 Distant Learning Technologies (3 hours)
- TED 5495 Curriculum Development in Technology and Education (3 hours)
- TPS 5010/TED 5412 Ethics for Technology Education Teachers (3 hours)
- TPS 5080/TED 5451 Quality Methods for Instructional Technology (3 hours)
- TPS 5310/TED 5392 Development of Teaching Aids (3 hours)

Certificate in Telecommunications Management (21 hours)

The post-baccalaureate Telecommunications Certificate program consists of five required courses plus two elective courses. 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 1) A+, Cisco Certified Network Associate (CCNA), and either Network + or Wireless.

Certificate Requirements

- 1) Complete all five required courses.
- 2) Complete two elective courses from the associated list.
- 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.
- 5) Obtain either Network+ or Certified Wireless Security Professional (CWSP).

Required Courses (15 Credit Hours)

- TPS 5510/LIMS 5233 Networking Fundamentals for Information Specialists
- TPS 5070/LIMS 5350 Informatics Essentials or TPS 5500/IT 5220: Computer Systems Technologies
- TPS 5520/IT 5333 Network Configuration II
- TPS 5530/IT 5334 Network Practicum I
- TPS 5540/IT 5344 Network Practicum II

Two Elective Courses (6 Credit Hours)

- TPS 5520/T ED 5445 Network Administration Technologies
 - TPS 5610/ IT 5350 Wireless Networks Security and Design
 - TPS 5220/LIMS 5347 Internet Publishing for Information Specialists
 - TPS 5630/IT 5225 Database Systems and Technologies
- Any directed elective graduate course approved by advisor

The College of Health Sciences

Dean: Dr. Leslie Roundtree

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 that 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

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. All professional programs require a completed medical examination, a recent PPD test or chest x-ray, and a current immunization record on file in the major department and the Wellness Center.

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. Members of the committee shall determine specific procedures for the hearing of each case. 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

Program Director: Barbara Price

Faculty: Adrienne Borden

The Department of Health Studies offers a 62-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).

Mission And Vision

The mission of the Health Information Administration program 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

Student Learning Outcomes

Upon completion of the post-baccalaureate certificate in Health Information Administration the graduates will:

- produce organization-wide health record documentation guidelines.
- analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of health care.
- create and implement organization-wide confidentiality policies and procedures.
- 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.
- manage human resources to facilitate staff recruitment, retention, and supervision.
- apply general principles of management in the administration of health information services.

Admission

Admission to the program is based on the following requirements and acceptance by the Admissions Committee. All students must have earned a baccalaureate degree from an accredited college/university and complete the prescribed pre-requisites as described below. Students' grade point average for the required pre-requisites must be above 2.75 for consideration. Students must have a minimum cumulative GPA of 3.0 on a 4.0 scale for their last 60 hours of coursework. The anatomy and physiology courses must have been taken within five years of admission to the program.

Pre-requisite Courses:

BIOL 1080.....	Biological Science Survey II -----	3hrs
MATH 1600.....	Probability and Statistics-----	3 hrs
HIA 1000-----	Intro to Computing for HIA-----	3 hrs
ZOOL 2050-----	Human Functional Anatomy-----	4 hrs
PSLY 2040-----	Human Physiology-----	4 hrs
ENG 2790 -----	Business Writing-----	3 hrs
Total Hours-----		20 hrs

Courses can be taken at any accredited school

Post-Baccalaureate Certificate students are admitted through the Graduate Office of Chicago State University. Applications are available on the CSU website.

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 must maintain a minimum of a 3.0 cumulative graduate-level 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. Students are required to assume responsibility for transportation and incidental expenses in connection with professional practice experiences and field trips. Prior to entering the senior year, students must pass a comprehensive examination for the technical level courses.

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

Once admitted to the program the student has five years to complete his or her studies and graduate.

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. The department chairperson will determine specific program requirements.

Prospective students should contact the Health Information Administration office:

Dr. Barbara Price, MPA, RHIA, CHTS-CP

E-mail: bprice@csu.edu

Main Office: 773-995-2552

Fax: 773-995-2950

Health Information Administration (62 credit hours)

The post-baccalaureate certificate requires completion of the following credits:

Non HIA prerequisites (May be taken at any accredited school):

Course	Description	Credit Hours
BIOL 1080		3.0
ENG 2790	Business Writing	3.0
MATH 1600	Probability and Statistics	3.0
PSLY 2040	Human Physiology	4.0 *
ZOOL 2050	Human Functional Anatomy	4.0 *

*Courses must be taken within five years of admission to the program

Pre-professional Course HIA 1000 or CMPTR 1060* (3 Hours)

Professional-Level Courses (62 Hours): HIA 3100, 3011, 3200, 3300, 3400, 3500, 3600, 3700, 3810, 3900, 3910, 4010, 4020, 4100, 4200 **, 4300, 4400, 4500, 4600, & 4700.

* Course must be taken within five years of admission to the program

**HIA 4200 satisfies the senior thesis/capstone requirement.

Curriculum Pattern for Post-Baccalaureate Certificate in Health Information Administration

First Year

Fall Semester		Spring Semester	
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 Term

HIA 3910	3
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Second Year

Fall Semester		Spring Semester	
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

Nursing

Interim Department Chairperson: Lisa Young

Graduate Program Faculty: Jochebed Ade-Oshifogun, Juanita Holliman, Monique Germaine, 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. Demonstrate leadership by contributing to the advancement of nursing practice within inter-professional health environments
2. Synthesize current evidence for decision making in designing nursing care to meet the demands of diverse populations in a global society.
3. Integrate theories, current knowledge in nursing science and related disciplines to improve health care outcomes.
4. Demonstrate professional growth while contributing to the advancement of contemporary nursing practice and health systems.
5. Evaluate the effectiveness of interventions and systems that reflect evidence-based outcomes.
6. Conduct scholarly activities to support advanced nursing roles.

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

educate nurses who will contribute significantly to the health, education, business, political, and social structure of the nation and the world.

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 Graduate School, 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:

- Applicants must have a bachelor's degree in nursing (BSN) from a program accredited by a nationally recognized accrediting agency for nursing;
- Have attained a GPA of 3.0 or better (on a 4.0) scale
- Conditioned admission may be granted to applicants with GPA lower than 3.0;
- Proof of license as a registered nurse in the State of Illinois;
- Official transcripts from all previously attended postsecondary institutions;
- 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;
- Three letters of professional recommendation from individuals familiar with the applicant's competence in the practice of nursing and potential for successful graduate education;
- An interview with the Department of Nursing Admission Committee;

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 Graduate School. To gain approval, an original transcript must accompany the application and be submitted to the Graduate School.

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:

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.

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.

Where a student has two or more grades of I outstanding, the student will be reviewed for probationary status.

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	3

Practice

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
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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:

- integrate public nursing theory, knowledge, and skills in a practice setting.
- 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.
- develop skills and knowledge in an area of nursing interest not covered in-depth elsewhere in the students’ educational plan.
- demonstrate competence in a nursing practice area.

- demonstrate leadership, teamwork, communication skills and creativity in the development of a nursing practice.
- 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:

The MSN Practicum Registration form.

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:

The MSN Thesis Proposal Registration form.

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 student, 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 Graduate School. 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.

Occupational Therapy

Department Chairperson: Leslie K. Roundtree

Faculty: Sarah L. Austin, Leslie L. Jackson, Frederica Kennedy, Regina T. Smith, 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.

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 301/652-6611/ext. 2914. 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 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 and upholds the commitment to the recruitment and education of candidates from those diverse backgrounds 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-centered 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

utilize the principles supporting the theories of occupation and human development in planning, evaluation, and intervention to achieve health and wellness.

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.

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.

defend the right to engage in occupations and intervene on behalf of diverse individuals, organizations, communities, and social systems through advocacy.

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 Graduate School 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 3.0 in the above prerequisite courses is required for consideration of the application

4. Submission of the Occupational Therapy Department application. 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 and part-time 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 February 1st each year. Graduate applications (including official transcripts and application fee) are sent directly to the Graduate School. The Department of Occupational Therapy application and all supporting documents are to be submitted directly to the department.

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 four 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 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, 5141, 5150, 5151, 5160, 5161, 5230, 5220, 5221, 5231, 5232, 5233, 5242, 5243, 5262, 5263, 5211, 5352, 5370, 5371, 5372, 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
5211	Program Planning for Populations	3
		6

Fall Semester – Year 2

5231	Research Project I	3
5242	Evaluation & Intervention III*	5
5262	Health Conditions III	3
5220	Clinical Factors I: Sensory Motor	3
		14

Spring Semester – Year 2

5232	Research Project II	3
5243	Evaluation & Intervention IV*	5
5263	Health Conditions IV	3
5221	Client Factors II	3
		14

Summer – Year 2

5352/450	Human Occupation III	3
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Fall Semester – Year 3

5380	Practice Specialization in OT	3
5372	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:

1. A current CSU medical and dental form completed with immunizations and TB test/X-ray records by June 15th each year.
2. Proof of health insurance.
3. Required textbooks, test instruments, and supplies.
4. Yearly subscription to the American Journal of Occupational Therapy (AJOT) and to Occupational Therapy Practice magazine.
5. Transportation to fieldwork experiences, state conferences and fieldtrips.
6. Maintaining a current CPR certification.

The program has a required program fee that is charged each semester to assist in covering cost of professional requirements.

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.

Public Health

Chairperson: Thomas Britt

Graduate Faculty: William Ebomoyi, Patrick Basse Williams, Thomas Lyons, Yashika Wadkins, Joseph Balogun, Alfreda Beth, Paula Carney, and Quintin Williams.

Mission

The program's mission is to prepare public health practitioners who are able to identify and assess the needs of communities and populations; plan, implement and evaluate programs in order to enhance health and achieve equity in health status through organized community efforts, especially among urban minority populations.

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 program 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 as a required capstone experience or a thesis. Students electing the thesis option must complete a minimum of 180 hours of fieldwork. Students enrolled in the practicum option must complete an additional 180 hours of fieldwork (for a minimum of 360 hours in total), over two or more semesters.

Admissions requirements

The multi-faceted nature of the public health profession allows prospective students from diverse backgrounds (nurses, nutritionists, rehabilitation scientists, pharmacists, social and liberal arts scientists, social workers, psychologists, attorneys, engineers and physicians) to enter the field of public health. The MPH program at Chicago State University admits diverse students from different educational backgrounds. To accommodate the anticipated diverse student group, the MPH curriculum will consider the academic background and life experiences of the individual student.

Applicants whose background is not in health sciences are encouraged 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 education and practice. A holistic review of each applicant will be used in evaluating the admission requirements.

Applications to the MPH program must be made through the university office for graduate and professional studies, including paying the application fee and submitting original transcripts of the candidate's undergraduate and graduate course work. Application materials must be received by March 15 each year for the fall semester enrollment. Full-time admission is only available for courses starting in the fall semester. Part-time options are available for fall or spring. Part-time application deadline is October 15 each year. Early application is encouraged; applicants may apply to the program up to 12 months prior to the desired start date.

Minimum admissions requirements for the MPH program:

1. A baccalaureate degree from a regionally accredited university (or international equivalency) with a minimum cumulative grade point average of 3.00 on a 4.0 scale, for the final 60 semester credit hours of undergraduate and/or graduate education, is required. Evidence that the baccalaureate degree has been conferred is required prior to enrollment. Applicants who attended an accelerated degree program that bypassed the baccalaureate must have evidence that the accelerated degree has been conferred or the equivalency of a baccalaureate has been attained.
2. The Graduate Record Examination (GRE)* is required with an official report from the examining agency. Successful candidates generally will have a composite score (verbal and quantitative) of 290 and above. The GRE will be waived for students with 1) a doctoral degree, e.g., PHD, EdD, MD, DDS, DPharm, PSYD, DPT, JD, etc., or 3) a master's degree that involved completion of a thesis /dissertation.
3. A curriculum vitae/resume.
4. Personal statement describing past education and experience and current professional career objectives.

5. Three letters of recommendation, at least two from persons qualified to assess the candidate's academic work, clinical, public health, and professional experiences or leadership potential in public health. Recommendations from family members are discouraged.

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. Both the department and the Office of Graduate Admissions must grant approval. To gain approval, an extra original transcript must accompany the application and be submitted to the Office of Graduate Admissions.

Upon admission into the program, a faculty advisor will be assigned to each student based on his or her specialty. The advisor will monitor the student's performance each semester. Attention will be given to course grades and related measures of achievements.

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.

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 for students who elect the practicum option aimed at developing 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.

- Thesis Proposal and Defense: Students who select the research option will submit his or her thesis to the faculty mentor and a copy must be submitted to the chairperson two weeks before defense date. The student must successfully defend the thesis. Students who elect the thesis option must complete a minimum of 180 hours of fieldwork.
- Project Presentation: Each student must successfully complete his or her capstone fieldwork experience or thesis and present it at the public 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:

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.

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.

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

Health Promotion and Disease Prevention Concentration

FIRST YEAR

Fall Semester

Courses	Credit Hours
PUBH 5110 Fundamentals of Public Health Practice	3
PUBH 5111 Biostatistics and Computer Applications	3
PUBH 5112 Environmental Health and Safety	3
PUBH 5113 Epidemiology	3
Semester Credit Hours	12

Spring Semester

Courses	Credit Hours
PUBH 5114 Principles of Health Policy and Management	3
PUBH 5115 Behavioral, Social and Cultural Aspects of Health Disparities	3
PUBH 5116 Community Health Risk Assessment	3
PUBH 5117 Research Methods in Health Sciences	3
Semester Credit Hours	12

SECOND YEAR

Fall Semester

Courses	Credit Hours
PUBH 5118 Health Education and Community Advocacy	3
PUBH 5120 Principles, Theories & Practice in Behavioral Change	3
PUBH 5122 Field Practicum in Public Health I	3
PUBH 5128 Health Program Design, Planning, and Evaluation	3
Semester Credit Hours	12

Spring Semester

Courses	Credit Hours
PUBH 5121 Ethical and Legal Issues in Public Health	3
PUBH 5123 Field Practicum in Community Health II	3
PUBH 5132 HIV/AIDS in People of Color	3
PUBH xxxx Elective	3
Semester Credit Hours	12

Total Program Credit Hours: 48

College of Pharmacy

Dean's Message

“Preparing pharmacists from diverse backgrounds to provide care to a global community!” This is a core value of the Chicago State University College of Pharmacy

This is also a very 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 interprofessional team-based health care 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 place the student into a pharmacist's role by helping patients achieve positive health outcomes through safe and effective medication use. Capstone research projects, required for program graduation, help students to “connect the dots” between scientific discovery and clinical application.

The College embodies a continued commitment to excellence. We offer a dynamic and challenging program, which provides high quality educational experiences, to prepare outstanding pharmacists for their roles in the “provision of care for a global community”. We invited 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

Assistant Dean, Assessment: Nancy Grim, PhD

Chair, Pharmaceutical Sciences: Anna Ratka, PhD

Chair, Pharmacy Practice: Dolores Nobles-Knight, PharmD, MPH

Executive Director, Development: Louis Wright, BS

Director, Experiential Education: Charisse Johnson, PharmD, MS

Director, Capstone: TBD

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 be included. May be non-calculus based)	3
Calculus (integration and differentiation)	3

Speech (public speaking)	3
Economics (micro, macro, or general)	3
Statistics (must include probability testing, population statistics, and hypothesis testing up to simple regression)	3
Psychology or Sociology	3
Additional Course work (divided among the social and behavioral sciences, 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 GPA of 2.50 (on a 4.00 scale), a minimum pre-requisite GPA of 2.50 (on a 4.00 scale) in the required pre-pharmacy course curriculum, a minimum pre-requisite science and math GPA of 2.50 (on a 4.00 scale) in the required science and math pre-pharmacy course curriculum;

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 supplemental 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 January 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): www.ece.org;

Josef Silny & Associates International Education Consultants: www.jsilny.com;

World Education Service (WES): www.wes.org.

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 Pharmacogenetics	3
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, Pulmonary, and Genitourinary	4
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
6499	Pharmacy Capstone	0
		(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.

Academic Standards for the Pharm.D. Program

A professional year grade point average will be used as the primary measure of academic performance. It is calculated from all courses for a particular professional year. Grades earned

for courses prior to matriculation in the professional program and grades earned for courses taken outside the CSU-COP while enrolled in the professional program are not included in the calculation of this grade point average.

Academic Probation

A student must maintain a professional year grade point average of 2.00 in the professional program to remain in good academic standing.

A student is placed on academic probation for any of the following reasons:

- 1) A student's professional year grade point average falls below 2.00;
- 2) A student earns a grade of F in one or more courses;
- 3) A student earns a grade of D in two or more courses.

A student is notified, in writing, that he/she is being placed on academic probation. Academic probation represents notice that continued inadequate academic performance may result in dismissal from the College.

If the student is placed on academic probation, the Academic Standing Committee will determine actions to return the student to good academic standing. These may include but are not limited to:

- 1) Completion of remedial work
- 2) Repeat of the course(s)

In addition to the above actions, the Academic Standing Committee may determine that the student should be dismissed from the college. A student may also be dismissed for academic dishonesty, judicial misconduct, professional misconduct or a felony conviction.

Academic Standards for the Pharm.D. Program

A professional year grade point average will be used as the primary measure of academic performance. It is calculated from all courses for a particular professional year. Grades earned for courses prior to matriculation in the professional program and grades earned for courses taken outside the CSU-COP while enrolled in the professional program are not included in the calculation of this grade point average.

Academic Standards for Advanced Pharmacy Practice Experiences

If a student fails to earn a grade of C or better on an advanced pharmacy practice experience, he/she must repeat the same type of experience. After consideration of the circumstances, the Academic Standing Committee may grant the re-take with additional requirements which can include:

- 1) the student to undergo a period of directed independent study to correct knowledge deficiencies
- 2) the student being placed on a leave of absence before repeating the experience

Actions of the Academic Standing Committee are not limited to the above and decisions will be determined on a case-by-case basis. The time of the repeat will be as early as possible once the student has satisfied the Committee's requirements and is subject to availability of experiential sites as determined by the Office of Experiential Education. The repeat, if granted, must be completed within 12 calendar months. Students are allowed only one repeat of an advanced pharmacy practice experience while enrolled at CSU-COP. Failure to earn a C or better on a second advanced pharmacy practice experience may result in a recommendation for dismissal.

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 Associate Dean for Pharmacy Academic Affairs. 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. The CSU Office of Equal Opportunity handles allegations of discrimination or sexual harassment.

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 appropriate Associate Dean, 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 Pharmacy 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 Office of Pharmacy 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.

Department of Pharmaceutical Sciences

Professors: Anna Ratka, PharmD, PhD; Mohammad Newaz, MD, PhD

Associate Professors: Nadeem Fazal, MD, PhD; Elmer J. Gentry, PhD; Mohammad Newaz, MD, PhD; Ehab Abourashed, PhD; Duc Do, PhD; Abir El-Alfy, PhD; Melany Puglisi-Weening, PhD; Barbara Limburg-Mancini, PharmD

Assistant Professors: Michael Braderic, PhD; Michael Danquah, PhD; Jozef Stec, PhD

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; Marketa Marvanova, PharmD; Dolores Nobles-Knight, PharmD, MPH; John Esterly, PharmD, BCPS-AQID; Charisse Johnson, PharmD, MS; Janene Marshall, PharmD, BCPS; Sneha Srivastava, PharmD, BCACP

Assistant Professors: Cindy Arocena, PharmD, BCACP; Rebecca Castner, PharmD; John Esterly, PharmD; Heather Fields, PharmD, MPH, BCACP; Sabah Hussein, PharmD; Diana Issacs, PharmD, BCPS; Antoine Jenkins, PharmD, BCPS; Kumar Mukherjee, PhD; Tatjana Petrova, PhD; Angela Riley, PharmD; Joseph Slonek III, PhD; Ayesha Khan, PharmD; Lalita Prasad-Reddy, PharmD, BCPS

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.

Directory

President and Provost

Wayne Watson, President (2009): Ph.D., Northwestern University.

Angela Henderson, Interim Provost/Senior Vice President for Academic Affairs (2013): Ph.D., University of Illinois-Chicago.

Deans

Sheila Collins, Interim Dean, First Year Experience.

Derrick Collins, Dean, College of Business (2010): MBA, University of Chicago School of Business.

Richard Darga, Dean, Library and Instructional Services (2004): Ph.D., University of Michigan.

Omar Headen, Interim Dean, Honors College (2013).

Leroy Jones II, Interim Dean, College of Arts and Sciences Satasha Green, Dean, College of Education, 2013., PhD, University of Texas-Austin

Nelly Maynard, Interim Dean, Division of Continuing Education

Leslie Roundtree, Dean, College of Health Sciences.

Miriam Mobley Smith, Dean, College of Pharmacy (2010).

Chairpersons

Rohan Attele, Department of Mathematics, Computer Science, and Economics(2007): Ph.D., Michigan State University.

Zafar A. Bokhari, Management, Marketing, and Information Systems (1987); M.B.A., Roosevelt University.

Thomas Britt, Health Information Administration (xxxx): M.D., University of Illinois-Chicago.

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.

Kimberly Edwards-Underwood, Acting Chair, Department of Doctoral Studies (2013); PhD, University of Illinois-Chicago.

Kelly Norman Ellis, Department of English, Foreign Languages and Literatures (1998); PhD, University of Kentucky.

Margaret A. Kelly, Department of Reading, Elementary and Middle Level Education (2000): Ed.D., 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.

Florah Luseno, Chairperson, Graduate Programs in Education (1997); Ph.D., Virginia Polytechnic Institute State University (Virginia Tech.).

Gebeyehu Mulugeta, Geography, Sociology, History, African American Studies, and Anthropology (1994): Ph.D., Michigan State University.

Kimberly Black-Parker, Department of Information Studies (2012); Ph.D., Florida State University.

Marian Perkins, Department of Criminal Justice, Philosophy, and Political Science (2012); J.D., Howard University.

Venkateswara Potluri, Department of Biological Sciences (2013, Chair); Ph.D., Banaras Hindu University.

Barbara J. Price, Director, Health Information Administration (2001); Ed.D., Northern Illinois University.

Mikal Rasheed, Department of Social Work (2006): Ph.D. Loyola University, Chicago.

Anna Ratka, Pharmaceutical Sciences (2013); Pharm.D., Idaho State University.

Leslie Roundtree, Occupational Therapy (1993): D Hsc., University of Indianapolis.

Mark Smith, Department of Music (1997): M.M., American Conservatory of Music.

Edmundo Garcia-Solis, Department of Chemistry, Physics, and Engineering Studies (2008); Ph.D., University of Maryland.

Patricia Steinhaus, Department of Early Childhood-Primary and Bilingual Education (1999): Ph.D., University of Illinois Urbana Champaign.

Gabrielle M. Toth, Chair, Library and Instruction Services (2005); M.S.L.I.S., University of Illinois at Urbana-Champaign.

Lisa Young, Interim Chairperson, Department of Nursing (2014): DNP, University of Iowa.

Administrators

Aida Abraha, Interim Associate Dean, College of Arts and Sciences

Ivonne Anguh, Coordinator, Community Health Program.

Maricela Aranda, Associate Vice President, Administration and Finance.

Fatemah Asadi-Karagani, Director of Public Services of Library and Instruction Services.

Katey Assem, Executive Director, CSU Foundation.

Patrick Cage, Vice President and General Counsel.

Paula Carney, Assistant Provost, Graduate and Professional Studies

Carmita A. Coleman, Associate Dean, College of Pharmacy.

Ivy Dunn, Interim Associate Dean, College of Arts and Sciences.

Margaretann G. Connell, Director of COFPS Community.

Curticine Doyle, Director of Telecommunications.

Kimberly Edwards-Underwood, Associate Dean, College of Education

Latrice Eggelston, Director, Institutional Effectiveness and Research

Elmer Gentry, Associate Dean, College of Pharmacy

Robin Hawkins, Interim Associate Vice President for Academic Affairs and Contract Administration.

Aaisha Haykal, University Archivist.

Bonita Herring, Coordinator of Contract, Sales, and Development Training.

David Kanis, Interim Associate Vice President, Sponsored Programs (2014): Ph.D., University of Wisconsin.

Tiffany Hope, Acting Director of the Office of International Programs.

Jim Lucke, Interim Director of Financial Aid.

Robin Hawkins, Interim Associate Vice President for Academic Personnel and Contract Administration.

Charisse Johnson, Director of Experiential Education, College of Pharmacy.

M. Dawn Liddicoatt, Teacher Certification Officer (1986).

Jim Lucke, Interim Director of Financial Aid.

Thomas Lyons, Director, HIV/AIDS Research and Policy Institute (2010): Ph.D., University of Chicago.

Larry Pinkelton, Interim Vice President of Administration and Finance.

Lou Moore, Director of Center for Integrating Technology into Education.

Arrileen Patawaran, Associate Director of Budget and Resource Planning.

Bernard Rowan, Assistant Provost, Curriculum and Assessment

Yvonne Patterson, Interim ADA Coordinator of the Abilities Office of Disabled Student Services.

Michael Sukowski, Director, Center for Teaching and Research Excellence (2011).

Daphne Townsend, Coordinator of Course Scheduling.

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, Associate Professor of Pharmaceutical Sciences (2009): Ph.D., University of Mississippi.

Aida Abraha, Associate Professor of Chemistry (2003): Ph.D., Loyola University - Chicago.

Saleem Abuleil, 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.

John Agada, Professor, Information Studies (1997); Ph.D., University of Illinois-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, Professor of Management Information Systems (2001): Ph.D., Illinois Institute of Technology.

Joyce Owens Anderson, Curator of University Galleries Program and Associate 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

Moussa Ayyash, Associate Professor of Industrial Technology Education (2007): Ph.D., Illinois Institute of Technology.

Leslie Baker-Kimmons, Associate Professor of Sociology (2001): Ph.D., Howard University.

Joseph Balogun, Distinguished University Professor, Health Studies (1999), Ph.D., University of Pittsburgh.

Timothy Bell, Professor of Botany (1987): Ph.D., Rutgers University.

April Bernard, Assistant Professor of Criminal Justice (2012); Ph.D., Northwestern 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, Associate Professor of Technology and Education (2002): M.S.E.D, Chicago State University.

Michael Bradaric, Assistant Professor, Pharmacy Science (2012); Ph.D., Rush University.

Emmett L. Bradbury, Associate Professor of Philosophy (1996): Ph.D., Northwestern University.

Thomas Britt, Health Information Administration (2003): M.D., University of Illinois-Chicago.

Debbie Bryant, Clinical Assistant Professor of 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.

Liyana Cabraal, Associate Professor of Doctoral Studies (2001): Ph.D., University of Illinois at Urbana.

Paula Carney, Associate Professor of Health Studies, (2013); Ph.D., Wayne State University.

Tollie Carter, Associate Professor of Accounting (1986): M.B.A., University of Illinois at Chicago.

Rebecca Castner, Assistant Clinical Professor of Pharmacy Practice (2012); Pharm D., University of Maryland.

Jan-Jo Chen, Professor of Mathematics and Computer Science (1997): Ph.D., University of Illinois at Chicago.

Johng-Chern Chern, Professor of Mathematics and Computer Science (1995): Ph.D., Illinois Institute of Technology.

Robert Chierico, Professor of Foreign Languages (1984): Ph.D., Northwestern University.

Chongim Choi, Associate Professor of Art and Design (2000): Ph.D., Florida State University.

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