CHICAGO STATE UNIVERSITY

2022-2023 GRADUATE ACADEMIC CATALOG

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A Message from the President

Welcome Chicago State University Graduate and Professional Students! I am excited to introduce the 2022-2023 Graduate and Professional Studies catalog. Whether you are starting fresh on your journey toward a graduate or professional degree, or returning to finish strong, we wish you success on this upcoming academic year.

This publication outlines the many innovative academic courses and programs offered here at Chicago State University. It is my hope that the offerings described within this catalog help to steer you on your academic journey. At Chicago State, we are intentional about designing educational experiences and cultivating partnerships that equip our students with the tools needed to be successful in an ever-transforming job landscape. Our students continue to demonstrate the transformative power of education through your resilience, dedication to academic excellence, and strong demonstration of integrity.

Chicago State University remains committed to fostering a world-class, higher education community that centers our students and stimulates your academic and personal development. Your success as Chicago State students and soon-to-be graduates is our top priority.

Our institution continues its focus on the power of higher education to transform our students, our community, our city, and our state. We remain steadfast in our commitment to provide student-centered and enriching academic experiences for every student who calls Chicago State home. It is my honor to continue working to build upon CSU's distinguished legacy.

We look forward to supporting you on your graduate and professional studies journey here at Chicago State University!

Sincerely,

Zaldwaynaka Scott, Esq.

President

CHICAGO STATE UNIVERSITY | CODE OF CONDUCT

Chicago State University Code of Conduct

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 which 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 a persons' rights to move about freely, to express themselves appropriately, and to enjoy privacy is not acceptable. I will report without fear of retaliation any actions that violate our culture of ethics and will protect the rights of others who do the same.

I will respect cultural diversity and 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 basic human rights.

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

I will pursue personal and academic excellence.

These allegiances obligate us to be responsible for our own actions and deeds, take ownership of our education, pursue scholarships, and abide by all university rules and procedures.

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

Chief Administrative Officers

Ms. Zaldwaynaka (“Z”) Scott, Esq. President

Dr. Leslie Roundtree, Interim Provost and Senior Vice President for Academic and Student Affairs

Dr. Devi Prasad V. Potluri, Dean, School of Graduate and Professional Studies

Dr. Elizabeth Davies, Dean, College of Arts and Sciences

Dr. Larnell Flannagan. Interim Dean, College of Education

Dr. Matthew Fete, Dean, College of Pharmacy

Mr. Derrick K. Collins Dean, College of Business

Dr. Gregory Paveza, Interim Dean, College of Health Sciences

Dr. Steven Rowe, Dean, Honors College

Dr. P. Boyles, Dean, Continuing Education and Non-Traditional Programs

Dr. Jeremy Hughes, Interim Dean, Library and Instruction Services

Mr. Antwone Cameron, Dean of Students

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Associate Athletic Director, Academic Services/SWA	1505
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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 Business, 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.

CSU is committed to increasing equity through education. The University of Southern California's Race and Equity Center recently ranked Chicago State University first in Illinois and tied for second nationwide among public universities for educating and supporting African American students. Additionally, a 2017 study on economic mobility conducted by Harvard University economist Raj Chetty, and featured in the New York Times, showed that graduates of Chicago State University were among the most likely to improve their economic status with a college degree: in ranking the nation's best universities for economic mobility, CSU ranked #2 out of 103 colleges and universities in Illinois, and in the top 4% nationwide out of over 2,000 colleges and universities.

Location

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

Organization

The university is classified as a comprehensive urban university with a mission that incorporates instruction, research, and public service. Chicago State University is governed by a Board of Trustees appointed by the Governor of the State of Illinois. 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 five divisions, each administered by a vice president: Academic Affairs; Enrollment Management; Administration and Facilities; Financial Operations; Labor and Legal Affairs. 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.

Vision

Chicago State University will be recognized for innovations in teaching and research, community development and civic engagement. We will promote excellence, ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, propel and elevate our students and community to transform lives locally and globally.

Mission

Chicago State University transforms students' lives by innovative teaching, research, and community partnerships through excellence in ethical leadership, cultural enhancement, economic development, and justice.

Values

- Personal and academic excellence
- Personal, professional, and academic integrity
- Diversity, Equity, and inclusion
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Creative and innovative thinking and learning
- Pride in self, community, and the university
- Lifelong learning

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 over 3,000.

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, CSU is governed by a Board of Trustees appointed by the Governor of Illinois. The university's five colleges - Health Sciences, Arts and Science, Business, Education, and Pharmacy - offer 34 undergraduate and 27 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, distance learning and not-for-credit programs.

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 a 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 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:

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

- Accreditation Commission for Education in Nursing (ACEN)
- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association
- Accreditation Council for Pharmacy Education (ACPE)
- American Chemical Society (ACS)
- Accreditation Council for 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 on Education for Public Health (CEPH)
- Council of Social Work Education (CSWE)
- Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc.
- National Association of Schools of Music
- National Association of Schools of Art and Design
- Association for Middle Level Education (AMLE)
- National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
- Council for Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT)
- Bilingual Education/Association for Childhood Education International
- Doctor of Education in Education Leadership/Educational Leadership Constituent Council (ELCC)
- Early Childhood Education/National Association of Early Childhood Education
- Elementary Education/Association for Childhood Education International
- Principal Preparation/Educational Leadership Constituent Council (ELCC)
- Physical Education/National Association for Sport and Physical Education
- 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 Physics/National Science Teachers Association
- Teaching Reading/International Reading Association

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 24 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 a computer lab. 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.

Student Identity Verification Process

The verification of a student's identity begins at the time of admission or initial course registration. When the student is initially accepted at CSU, a unique BANNER user Id is created for the student. The Identity and Access Management (IAM) system creates a new profile for the student. Students claim their account on an online system. During the account claiming process, students are required to enter their Student Id Number, Date of Birth, and last name. This process allows the student to set up their own passwords which expire every 150 days.

Students are required to change or reset their passwords using the online system only. The Information Technology Department (ITD) assists students in resetting passwords if needed.

Access to the Course Management System is through Cougar Connect and requires the use of the student's username and password. Data transmission of login information is secured using standard encryption technologies. Students are given information regarding best practices related to setting up and maintaining the security of passwords on the IAM screen.

Instructions to claim accounts and password resets can be found on the URL below:
http://www.csu.edu/itd/servicesoffered/iam.htm

The user account setup using this online IAM system can be used to access the following online resources at CSU:

1. Computers in the CSU domain
2. Cougar Connect (Intranet)
3. Moodle Course Management System
4. Course Evaluation
5. Email
6. Online Courses

The United States Federal Higher Education Opportunity Act, Public Law 110-315, requires colleges to establish policies to ensure that a student who registers in an online course is the same student who participates in and

completes the program and receives academic credit for the course. When Chicago State University students enroll in an online course, their participation in the course is restricted to using the Moodle Course Management System which requires a secure login and password to enter.

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School of Graduate and Professional Studies

Devi Prasad V. Potluri, Ph.D.

Dean

Website: https://csu.edu/graduateschool/

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 disciplines, graduate study enhances professional knowledge and skills in a context that stresses the enduring character and essential value of liberal learning.

The Dean 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, Business, Education, and Health Sciences offer programs leading to post-baccalaureate certificates and the master's degree. The College of Education additionally offers the Doctor of Education in Educational Leadership. The College of Pharmacy offers the Doctor 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 from continuing, 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.

Mission of the School of Graduate and Professional Studies

The Graduate School 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. The Graduate School provides leadership to assure academic quality of graduate and professional programs at CSU through policies, processes, and programs.

Organization and Administration of School of Graduate and Professional Studies [Graduate School]

The Graduate School at CSU is the vehicle for organizing, facilitating, and coordinating all graduate and professional education throughout the university. Deans of colleges with graduate and professional programs 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 Dean of the Graduate School.

The College Deans 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. The Dean of the Graduate School 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 Graduate School Dean has the final responsibility for approving admissions and for such matters as variations to candidacy, questions of supervision, academic progress, and submission and examination of theses.

University Graduate and Professional Council

The Graduate School achieves its mission of providing quality graduate and professional programs within a system of shared governance through the Graduate and Professional Studies Council (hereafter called "The Council"). The mission of the Council is two- fold:

1. To provide a forum in which matters of concern to graduate education are discussed and the mission of Graduate and Professional Studies is fulfilled, and
2. To work with the office of Graduate and Professional Studies to review, establish, and update policies affecting graduate and professional education at Chicago State University.

The Dean of the Graduate School chairs the council. The council is composed of a representative faculty from graduate and professional program plus ex-officio members. The council provides oversight authority of graduate and professional programs by recommending and reviewing academic policies, programs, and services of the Office of Graduate and Professional Studies. The Council is responsible for the 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 policy related to graduate education.

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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 2.75 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 [***Applications with GPA below 2.75 for the last 60 hours are automatically denied and will not be reviewed***].

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 master's programs, 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 2.75 or better (on a 4.00 scale) for the final 60 semester credit hours of undergraduate and/or graduate courses, OR have a Masters/Doctoral degree, and who satisfy specific departmental criteria, are generally recommended for full admission. ***However, individual programs may have higher GPA and several other requirements and prerequisites for full admission***. Based on the recommendation from the program/department, 9 to 12 graduate semester hours or up to 33% of the program requirement [which were not part of a completed degree] may be transferred into a master's program from another institution.

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 that 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 a 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 other specific program 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 and policies for admission that apply to US citizens. In addition, 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 one of the following and/or professional evaluation service agencies:

a. Education Credentials Evaluators (ECE). Website: ece.org
b. World Educational Service (WES). Website: wes.org
c. Educational Perspective. Website: edperspective.org
d. Josef Silny & Associates, Inc. Website: jsilny.org
e. Foreign Academic Credentials Service. Website: facsusa.com

Applicants must submit the following documents: (1) Online application for admission to a graduate degree program; (2) $30 application fee (3) Bank Statement showing the available funds [detailed day-to-day transaction copies are NOT needed]. (4) a foreign credential evaluation; and (5), Proof of English Proficiency.

International students are strongly encouraged to submit their applications at least one month, preferably two months, before the deadline to facilitate the preparation of documents required for visa. Upon admission to the graduate school, student's information is forwarded to the Office of Global Engagement for further processing of I-20/Visa documentation.

Contact information: Office of Global Engagement.

Phone:(773-995-2582), **Email**: geo@csu.edu

English Certification for International Students

An applicant whose native language is not English must present a minimum score from one of the following English Testing agencies:

a. TOEFL Official score Report, Minimum total score of 69 is required.
b. IELTS Official Score Report, Minimum overall score of 6.0 is required.
c. TOEFL Essential Official Score Report, Minimum overall score of 8 is required.
d. Duolingo Official Score Report, Minimum overall score of 95 is required.
e. Pearson Official Score Report, Minimum overall score of 51 is required.

Students who meet certain requirements [e.g., Medium of instruction is English] may be eligible to petition for a waiver of English Certification.

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Residency Classification

The Office of Graduate and Professional Studies makes the initial determination of State residency status at the time of admission, based on the information provided by the applicant at the time of application. Once the student registers for classes, any request to change the residency status must be submitted to the registrar's office directly.

Residency status for H Visa Holders

H Visa holders [H1B and H4], who are living in Illinois for 6months or more, may be eligible for in-state tuition. They must complete the residency application form, available on the graduate school website before registering for the classes, for the determination of eligibility.

Notification of Decision [Via Email]

Once a decision is finalized, the Office of the Dean of the Graduate School notifies the student of the university's decision. If admitted, the term for which the applicant is admitted is stated in the official admission letter sent by the graduate school. Within 3-5 business days, the admitted students will receive their CSU credentials with the instructions to claim their account. If the admitted students do not receive instructions to claim their account within 5days they should contact the School of Graduate and Professional Studies phone: 773-995-2404; Email: grad-admissions@csu.edu.

Enrollment Deferral

Students are expected to enroll in the term for which they have been admitted. At the discretion of the Dean of the Graduate and Professional Studies and the academic department supervising the degree program, students may defer their initial term of enrollment for no more than one year by applying for deferral to the Office of Graduate and Professional Studies. If deferral is approved, students will be held accountable under the policies and procedures in effect at the time of their enrollment including the time to complete the degree, not the policies and procedures at the time of initial admission.

Withholding/False Information

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.

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Required Proof of Immunization

Illinois Public Health Act Administrative Code Part 694 specifies that any enrolled student born on or after January 1, 1957, who is a first-time freshman, a transfer student, or reentering a university after an absence of more than one semester will be required to show proof of immunity to measles, mumps, rubella, diphtheria, and tetanus prior to registration. Evidence of immunity from these diseases is required for students. A professional health care provider must verify documentation of immunization and testing. A high school health record with proof of immunization, if properly noted and certified, is acceptable documentation for residents of Illinois. Individuals who are not properly immunized will not be allowed to register. Proof of proper immunization must be on file prior to registration. Students who fail to comply with the immunization requirements will be assessed a $25 non-compliance fee.

All new admissions under the age of 22 shall show proof of having at least one dose of meningococcal conjugate vaccine on or after 16 years of age. Evidence of tuberculin testing is required for students registering for courses in certain academic programs, as well as students occupying the residence hall. Students who need to obtain immunizations or information regarding immunizations may contact their primary care providers, their local public health clinic, or federally qualified health center. Students who reside outside Chicago should contact their townships or counties.

Students who wish to prove immunizations compliance must submit the student immunization form signed by their provider to the CSU's Advocate Wellness Health Center in ADM 131. Students can call the Wellness Center at 773-995- 2010.

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Types of Admission

Full Admission

Applicants meeting all graduate school admission requirements, and requirements set by the department administering the program, may be granted full admission to master's programs. International applicants and applicants for the Doctoral programs have only one category of admission: 'Full Admission'.

Admission with Conditions

After reviewing the applications, some programs may recommend admission with conditions. All students admitted with any conditions must fulfill the requirements within the time limit outlined by the program. International applicants and applicants for the Doctoral programs are not eligible for conditional admission. **Students admitted with conditions are not eligible for financial aid or loan**s. Contact the Financial Aid Office for details.

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) within the approved timeline, must file a Change of Status request with the Graduate School after obtaining an approval signature from the graduate advisor and the Chair of the program to which the student was admitted. The student is responsible for submitting the program approved change of status form if they satisfy the conditions. Students who do not meet the prescribed requirements will lose their admissions status and may not continue in the degree program. Failure to submit a change of status form in a timely fashion may result in registration hold for future terms and/or loss of full admission to the program.

Early Admission (Graduating Seniors):

Graduating seniors who are in their final semester and expecting to earn the bachelor's degree may apply to graduate school and be considered for early admission. If admitted early, registration for classes will be held in abeyance until a final transcript showing the conferral of the bachelor's degree is submitted. Those who do not subsequently receive the bachelor's degree will have their admission rescinded. This policy applies to out of state and international students as well. International students must submit the evaluations from approved foreign credential evaluators.

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.

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Change of Program

Graduate students who have been formally admitted to a degree program may opt for a change of program for admission to another graduate program. Students must re-apply for the new program with complete documentation as per the new program requirements. Students must also submit a change of program form available on the Graduate School website.

Change of Major/Concentration/Track/Options/Specialization

Graduate students who have been formally admitted to a degree program may request for a change of major/Concentration/Track/Options/Specialization within the same program. Interested students must complete the change of Major/Concentration/Track/Options/Specialization form and submit to the Graduate school by following these steps:

1. Get the approval of the graduate program advisor and the chairperson of the department.
2. Submit the completed form to the graduate school.

Any approved changes will be effective the following semester. Therefore, students must submit the application by the last Friday in October [To be effective in spring] or last Friday in March [To be effective in Summer or Fall].

Admission as a Graduate-at-Large Student [Non-Degree]

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 a regionally 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 the online application. A nonrefundable $30 application fee is required. 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 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 to any degree program. Students wishing to be admitted into a specific program must submit a new and complete application for that program.

Applying for Admission

Applications must be submitted through our online application portal.
https://csu9501.force.com/OnlineApp/TX_SiteLogin?startURL=%2FOnlineApp%2FTargetX_Portal__PB

No paper applications are accepted. A nonrefundable application fee of $30.00 must be paid with the application. Applications submitted without the admission fee will not be processed.

It is important that deadline dates as mentioned in the application [varies depending on the program] are met to ensure admission in the appropriate semester. International applicants are encouraged to apply at least one, preferably two months, earlier than the published deadlines. 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 for some courses may apply.

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Applying for Admission to the College of Pharmacy

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

Transcripts

Domestic Applicants: For an initial review of applications to graduate programs, students can upload a copy of the unofficial transcript[s] for consideration. However, Official transcripts are required, and we encourage students to arrange for the submission of original transcripts as soon as possible. If admitted, students will be required to submit the original official transcripts within 45 days of the start of the regular semester in Fall and Spring and within two weeks from the start of the first session of classes in summer. Official transcripts will only be received electronically or in a sealed envelope from the student's previous Institution [Students can obtain the sealed envelope from their institution and mail it or drop it off in the Graduate School's office]. CSU students need not submit original transcripts. If students don't submit the original transcripts in the prescribed time, a registration and transcript hold will be placed on the student's account.

International Students: International students CANNOT upload unofficial transcripts. They must submit A course-by-course evaluation of all foreign educational credentials from one of the evaluating agencies listed.

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, and Information Studies.

Transfer Credit

Students can transfer prior earned credits in two ways.

a. <u>Credits Earned from Other Institutions:</u>

Students may petition to have graduate credit earned at other accredited colleges and universities that were not used towards degree requirements 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/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 or above. In general, up to 34% of credits for a degree program may be considered for transfer from other universities.

b. <u>Proficiency/competency-based credit transfer:</u>

Proficiency/competency-based credits can also be used as transfer credits [Within the maximum allowed transfer credit limits]. Up to a maximum of 9 transfer credit hours can be obtained through a department/program administered evaluation and assessment of student's knowledge and competencies. Students need to contact the program adviser and/or the Chair of the Department for any available proficiency credits. Final decision on approving these credits for transfer will be taken by the Dean of the Graduate School. General rules for transferring credits as described above apply for the proficiency transfer credits also. The application must be submitted in the first semester the student is registered for classes at CSU. Credits are not allowed retroactively. Departments may require additional documentation of prior knowledge/work experience.

CSU Students Taking Courses at Other Institutions

Admitted CSU students who wish to enroll in graduate courses at other regionally/nationally accredited universities must have approval of both the program graduate advisor and the Dean of the Graduate School ***prior*** to enrollment. Graduate credit from other regionally 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 and must be within the time limits similar to CSU courses. Only graduate courses with a minimum of B grade can be transferred.

Double-Counting

Graduate courses used to meet requirements for 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 a MAT program) may be used to satisfy requirements for a master's degree.

Undergraduate students taking Graduate Courses

Undergraduate students in their senior year [after completion of 90 credit hours] may be allowed to register for a maximum of two 5000 level courses related to their major as electives to fulfill their graduation requirements. Undergraduate students cannot register for 5000 level courses without the permission of the academic adviser and/or the Chair of the Department. Courses which have a 4000-level counterpart [4000/5000 designated courses], individual topics, and selected topics and similar courses are not eligible for this purpose. Also, these courses cannot be used for transfer to a graduate program if the student wishes to pursue one.

Pursuing Multiple Degrees

Students may apply to more than one graduate program at a time. Both applications need to be completed on their own, including separate transcripts for each application. However, they will be allowed to pursue only one-degree program at a time if selected for both. Students enrolled in a degree or post-baccalaureate certificate program through the Office of Graduate and Professional Studies may not work on two degrees concurrently unless they are enrolled in post-baccalaureate certificate programs, dual graduate/professional degree programs, dual graduate/professional enrollment programs, integrated baccalaureate - graduate / professional degree programs or transnational education programs that have been approved through the Chicago State University curriculum review process. Approved programs may involve one or more Chicago State University and external institutions. Programs with external institutions must have a Memorandum of Understanding signed by both institutions.

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 to meet semester hour requirements.

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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, up to a maximum of one year. 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. Students must submit a Re-Entry application when they return.

Readmission & Re-Apply

Readmission: Students not enrolled for two academic/calendar years or more and did not obtain any leave of absence and wish to come back, may be considered for re-admission, if they have a reasonable chance of completing the program within the original time frame [from the original time of enrollment]. They should submit a petition which must be supported by the program adviser and the Chair of the department. Final decision for re-admission will be made by the Dean of the Graduate School. Students will be bound by the regulations at the time of their initial registration. Withdrawal may affect the student's status of financial aid. Check with the Financial Aid office.

Re-Apply: Students not enrolled for two academic years or more and have no realistic possibility to complete the degree program within the original time frame [6 years for master's and 7 years for Ed. D], must re-apply as new students. Any courses taken before may be considered for completing the requirements if they are not aged out. Students will be bound by the regulations at the time of new enrollment.

Aged Courses

Courses which are older than 6 years for master's and 7 years for Ed.D. program are considered to be aged and cannot be used for counting towards the degree. Requests for exception to the policy may be considered if a petition is submitted along with a request for extension of time for graduation. Similar to the extension, an exception may be granted for courses taken within the extended time period. Retroactive petitions are not accepted.

Extension of Time Limits to Complete the Degree

Most Masters programs are of Two-Year duration. A few programs have special requirements [internships etc.] and may be of extended duration. However, all work to satisfy master's degree requirements (including transfer credits, theses etc.) must be completed within a six-year period from the time of initial registration. 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 six years of their first enrollment at Chicago State University.

Graduate students who have not completed their program within the required time limit (starting from the date of the original registration to graduate study) but are in good academic standing, may apply to their department/college for an extension of time. Students must file a petition for an extension explaining the circumstances and a plan for completion. The petition must be approved by the program and the College to which the student belongs before submitting to the Graduate School. The Graduate School must receive the petition by Second Friday in October if the Fall is the last semester and Second Friday in March if the Spring semester is the last semester for the student before extension. The Graduate Council will vote on it and recommend it to the Dean of Graduate School. If granted, extension is given for a period of maximum one academic or calendar year. Extension of time may also involve a request for exception on aged courses. Students need to check with their advisers. No retroactive extensions will be granted.

Academic Reinstatement

A graduate student who has been academically dismissed may petition for academic reinstatement. Students must obtain the permission of the program/department for reinstatement and submit the petition to the Dean of Graduate and Professional Studies and. Normally, if the student is reinstated, courses that have been completed [if they have not aged] 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 considered for reinstatement on the recommendation of the department if:

A. The student is in good academic standing
B. Any delinquent fees or charges are paid, including tuition and continuing fees owed for the period during which the student did not register
C. 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.

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Graduate Degree and Certificate Programs

College of Arts and Sciences

Master of Arts

Counseling

English

Geography

History

Master of Science

Biological Sciences

Computer Science

Criminal Justice

Mathematics

Library and Information Science (Online)

Technology and Performance Improvement (Online)

Master of Social Work

Social Work

Master of Fine Arts Creative Writing

Creative Writing

College of Business

Master of Business Administration

Business Administration

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College of Education

Doctor of Education

Educational Leadership

Master of Arts

Educational Leadership and Administration

Specializations:

a. Principal Preparation

b. Higher Education Administration

Master of Arts in Teaching

Early Childhood Education

Elementary Education

Secondary Education

Master of Science in Education

Bilingual Education

Curriculum and Instruction

Physical Education (Online)

Special Education

College of Health Sciences

Master of Public Health

Public Health

Master of Occupational Therapy

Occupational Therapy

College of Pharmacy

Doctor of Pharmacy

Pharmacy

Post-Baccalaureate Certificate Programs [* Denotes programs that are not eligible financial aid]

a) Alcohol and Other Drugs of Addiction Counselor Training
b) Archives and Records Management
c) Community Development
d) Computer Security
e) Databases and Database Analytics (*)
f) Geographic Information Systems
g) Telecommunications Management
h) Therapeutic Recreation
i) Security and Intelligence Studies

Gainful Employment Requirements

The Department of Education requires an annual report from institutions regarding their certificate programs that lead to gainful employment. This information is publicly available on the CSU website. The following information is included in the report: the name of the certificate program, the approximate length of the program, the cost of the program, and the available financing options for the program. CSU is not currently required to calculate the job placement rate for its certificate programs.

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.

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Registration

Students register at the university according to the registration schedule published in the Academic Calendar. Registration is not complete until all fees are paid, or fee payment arrangements have been made with the Bursar. Students should consult the General Information booklet (published online) for additional details prior to registration.

Tuition and Fees

Tuition and fees are set annually by the Chicago State University Board of Trustees and are subject to change. Please see the separately published document available at
http://www.csu.edu/financialaffairs/bursar/tuition/

Nine hours is considered full-time for graduate students. For specific enrollment requirements to maintain half-time status for financial aid eligibility, visit csu.edu/financialaid/financialaidforgraduatestudents.htm.

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 or by email at upass@csu.edu.

Student Health Insurance

Student Health Insurance (SHI) CRSU 268-0 773-995-4533

Chicago State University provides a mandatory Injury and Sickness Insurance Plan. ALL FULL- TIME STUDENTS are charged a Student Health Insurance Premium (SHI) fee; (1) Undergraduate students enrolled in 12 credit hours or more; (2) Graduate students enrolled in 9 credit hours or more; (3) Pharmacy students enrolled in 12 credit hours or more; (4) Doctoral students enrolled in 6 credit hours or more. The SHI premium fee is automatically applied to the accounts of full- time students enrolled in all on-campus courses or a combination of off-campus extension and on-campus courses.

All international students are required to purchase the SHI plan.

Full-time students who are enrolled in all Web courses are NOT charged.

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Waiver/Enrollment Process

Each Fall and/or Spring semesters students are required to complete an online waiver form to opt out or complete an online enrollment form before the online waiver/enrollment deadline. Failure to submit an online waiver form by the deadline will obligate students to pay the SHI premium fee itemized on the tuition bill. A confirmation e-mail is sent after the waiver is submitted. The confirmation e-mail will be required for any waiver disputes.

Enrollment Process

Full-time students who wish to enroll in the SHI plan should complete an online form before the waiver/enrollment deadline. Part-time students, who wish to enroll, read the information below for "Part-time student, spouses and dependents eligible for coverage."

Students Who Take No Action: E-mails are sent to every student who is charged for the university's mandatory SHI plan. Students are required to submit an online waiver or enrollment form. Students who do not submit an online waiver/enrollment form by the specified waiver enrollment deadline, will be required to purchase the university's mandatory SHI plan. After the waiver/enrollment period has expired, the SHI premium fee cannot be refunded.

Regular Session (16-Weeks) Waiver/Enrollment Period

Each term, a waiver/enrollment period is published in the Course Bulletin including a deadline.

Part-Time Students, Spouses and Dependents Eligible for Coverage

Part-time students enrolled in 6 to 11 credit hours (undergraduate) may participate in the university plan on a voluntary basis. Graduate and Professional students who are registered less than full time in their degree program is considered part-time. See the Course Bulletin for additional information.

Additional Student Health Insurance information is available on the Student Health Insurance web page which can be accessed from the A-to-Z listing on csu.edu. You may also call the Office of Student Health Insurance at 773-995-4533 or visit the Cordell Reed Student Union, Room 268-O.

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.

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Financial Assistance

Chicago State University makes every effort to extend financial assistance to qualified students who need 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 website. 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.

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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 online 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 after enrolling in classes.

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 Dean of the Graduate School. The applications usually are due in the first week of February.

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:

a. Federal Pell Grant
b. Federal SEOG
c. Federal TEACH
d. Federal Work-Study
e. Federal Direct Loans
f. Federal Perkins Loan
g. Federal Iraq and Afghanistan Service Grant
h. Federal & State Veterans Programs
i. 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 Students

Graduate students must have at least a 3.0 cumulative GPA) for post-baccalaureate certificate, Master's and EdD programs. For example, for students whose first semester of attendance at CSU was fall, Satisfactory Academic Progress (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 canceled. 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 that most colleges and departments have additional 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 Students: Refer to the College of Pharmacy section of the catalog for qualitative measures.

Teacher Licensure and Second Bachelor's Degree-seeking Students

Students seeking Teacher Licensure, or a second bachelor's student must have a 2.5 cumulative GPA at the end of each semester. If the cumulative GPA is below 2.5 (when SAP is reviewed) after the student's second semester, the student's aid will be canceled. 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 canceled 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 their classes counted as attempted. Before students drop a class, they need to take into consideration their SAP status.

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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 Office of Graduate and Professional Studies. In no case will a regulation or procedure be waived, or an exception be granted because a student pleads ignorance of or contends that he or she was not informed of the regulation or procedure.

Changes in Rules and Policies

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

Student Responsibility Concerning Knowledge of Graduation Regulations and Procedures

It is the responsibility of the students to know and observe all regulations and procedures relating to the program they are 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.

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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 that 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 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:

Description	Grade Point Value Per Credit Hour
Excellent	4
Good	3
Poor, but passing	1
Failing	0
Passing	0
Withdraw/Passing	0
Withdraw/Student attended one class session	0
Withdraw/Student never attended	0
Incomplete	0
Missed incomplete deadline	0
Thesis or Dissertation incomplete	0
No grade issued	0
Satisfactory	0
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.

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Course Numbering System

Course Number	Level of Course
1000-2000	Lower Division Undergraduate
3000-4000	Upper Division Undergraduate
5000	Graduate / Masters
6000	Graduate / Doctoral or Professional

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.

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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 Dean of Graduate and Professional Studies (if required), and the thesis or dissertation has been accepted at the library for posting on ProQuest. 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. The Thesis and Dissertation Manual and procedures for posting the thesis or dissertation on ProQuest are available at http://www.csu.edu/gradschool

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 University Graduate and Professional 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 the courses completed that count for the degree, 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. Some programs may limit the total number of courses that can be repeated.

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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 of 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 recommendations for the degree when the student is properly qualified. At the time of 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.

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. For more information contact the financial aid office.

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 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.

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 members can be from other departments or units of the university or from other universities or agencies. Irrespective of the number of committee members, the majority must be from the program/department. The thesis must be approved by all committee members and the pro-quest coordinator for the program before it is submitted to the Office of Graduate and Professional Studies and the library for approval and posting on the CSU ProQuest site. Some departments/programs may require the approval of majority of faculty in the program/department, not just the committee members.

Doctoral Dissertation for Ed.D. 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 must also make sure that their advisers submit a GAPP form at the same time. Students who fail to meet the application-filing deadline will not 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. This also requires a new GAPP form from the adviser.

Graduation Application Fees

All students are required to pay a $50.00 nonrefundable processing fee for graduation application. 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 a separate cap and gown fee. 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 resubmit a new application for graduation for the next appropriate term by the deadline date.

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Commencement

The commencement exercise, a celebratory event, is held in the spring semester. 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.

Latin Honors for Pharmacy Students:

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.

Transcripts

Unofficial transcripts may be viewed online from CSU X-Press by selecting Academic Transcript from the Student Records menu. The official transcript is where your degree conferral will be documented. Official Chicago State University transcripts are issued by the Office of Records and Registration. Students may request an official transcript online via the National Student Clearinghouse. A debit or credit card is required for payment and the charge for transcripts ordered via the web are as follows:

- Transcripts requested electronically (regardless of how the transcript is being delivered) are $10.00 per copy, plus a $2.25 processing fee per order. Transcripts are generally processed within five to seven business days.

Visit https://www.csu.edu/registrar/transcript.htmto order official transcripts.
Chicago State University will not accept a transcript request by telephone, fax, or email.

Diplomas

The diploma, a commemorative document, is available to students who do not have outstanding balances approximately ten to twelve weeks after the date of graduation. Students will be notified at their CSU email addresses when diplomas are available.

Students must keep their email and mailing addresses current in Cougar Connect. A student's address may be updated online or, with the proper documentation, through the office of Records and Registration before the semester of graduation. Diplomas may be picked up by the degree recipient or can be mailed to the address on file by completing the form at www.csu.edu/GraduateAdmissions/admissions/graduateforms.htm and selecting the 'mail diploma' option. Diplomas are retained for one year. After one year, a duplicate diploma may be ordered for a fee by completing the form at www.csu.edu/GraduateAdmissions/admissions/graduateforms.htm and selecting the 'reorder diploma' option.

Duplicate or replacement diplomas can also be ordered by selecting the 'reorder diploma' option. Duplicate and replacement diplomas are ordered three times only each year, when diplomas are ordered for each term.

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. Where a student has two grades of "I" outstanding on the graduate record, the student will 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 Dean of Graduate School. 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 3.0 within the next two terms or be dismissed from the graduate program. The program/department will take the decision and will inform the Dean of the Graduate School. The Dean will take the final decision.

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, if there is new evidence of potential for success in graduate study. Re-admission is not guaranteed. 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 [Graduate Students At Large]

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.

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Class Attendance

Students are expected to attend all classes for which they are registered. It is the student's responsibility to drop or withdraw from the class if they are not attending. Failure on the part of a student to officially withdraw from a class prior to the withdrawal deadline will result in a failing grade. Tuition or fees charged for the course(s) during the term will not be canceled or reversed due to lack of or non-attendance. To drop or withdraw from courses, the students must use the Add-Drop Form, and submit it to the Office of the Registrar at: csu-registrar@csu.edu

The responsibility for maintaining class attendance records rests with each faculty member. Students are expected to discuss arrangements with faculty members regarding missed class work and all assignments. The following is the university policy on class attendance:

Professors *may* drop students who do not attend the first week of class and make no attempt to contact the professor or department chair prior to the absence.

Professors 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.

Excused Absences

Student and Faculty Responsibilities

It is the responsibility of the student to provide the professor with advance notice of all absences, if possible. In addition, the student should discuss with the professor and arrange 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 necessary arrangements to fulfill his or her obligations to the university.

It is the responsibility of each professor 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 professor.

In accordance with the University Religious Observance Act (110 ILCS 110/1.5), any student in an institution of higher learning, other than a religious or denominational institution of higher learning, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work requirement that he

or she may have missed because of such absence on a particular day; provided that the student notifies the faculty member or instructor at least two weeks in advance of any anticipated absence or a pending conflict between a scheduled class and the religious observance and provided that the make-up examination, study, or work does not create an unreasonable burden upon the institution. No fees of any kind shall be charged by the institution for making available to the student such an opportunity. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this Section. Students and employees who believe they have been discriminated against on grounds of religious observances may seek redress through the Equal Employment Opportunity Office.

Fulfillment of military duty, in accordance with Illinois Public Act 094-0587, 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 re enrolling 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 professor 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.
- Jury duty or other judicial issues.

Students as University Employees

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

Withdrawal from Courses

Students can drop coursework for 100% refund **OR** withdraw from coursework for a **"W"** on the transcript, by the deadlines published in the Academic Calendar. If dropping or withdrawing from a course via Add-Drop Form, the form must be signed by the student's academic adviser. Simply ceasing to attend class or notifying the instructor is not sufficient and will result in a final grade of F. Add-Drop Forms are available from the Registrar's Office, the Graduate School Office, and academic department offices. Students will not be permitted to drop or withdraw from classes after the published deadlines.

F-1 international students are required to receive authorization from the Office of International Program's Designated School Official before dropping a course that will reduce the F-1 student's credit- hour load below 9 semester hours.

After the 100% refund period, students can request to withdraw from a course for a **"W"** grade. 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 Cougar One 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 Cougar One 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 Information Technology Department Helpdesk [ITD Helpdesk] to obtain an ID Card, students must present a photo ID and be registered for classes. If the Cougar One 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 "ensure 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 act 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.

Academic Resources

Academic Computing Center

The 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, consisting of Windows and Apple computers, is spread across the four floors of the library. The computers are equipped with 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 several 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 Dance works, 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, Room 304, and the telephone number is 773/995-3869.

Campus Recreation

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 may 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 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 choose 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.

Abilities Office

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 provide 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.

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 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.

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. Please call (773) 995-2519 for further information.

Equal Employment Opportunity

Chicago State University supports the principles of equal opportunity in employment and education. The university seeks to ensure 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 of 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).

Extension Services

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 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.

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.

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The Office of Global Engagement [International Student Office]

The Global Engagement Office (GEO) services all international students, international faculty & staff, domestic faculty & staff, study abroad students, and their families. GEO is the centralized unit on campus to provide assistance and advising for the members of our global community. GEO looks to improve the academic, cultural, and social aspects of students, faculty, and staff through our international education and services expertise. For more information contact the Global Engagement Office [email: geo@csu.edu].

Study Abroad

To apply for a study abroad program, students should schedule an appointment with a member of the GEO staff. After deciding on a study abroad opportunity, students need to submit a study abroad application to GEO. Programs are available for credit and not for credit. Also, students can register for Chicago State University (CSU) officially sponsored programs or programs provided by another institution or organization.

International Students

International students at Chicago State University have to meet additional criteria in addition to the standard graduate admissions criteria. Please reference the admissions section of this catalog to see what is needed for admissions to the university. Upon being admitted to CSU, international students will work with GEO to obtain any needed immigration documents. International students are also required to attend a new international student orientation at the beginning of their first semester of enrollment at CSU. GEO is the unit responsible for providing immigration advising to international students throughout their entire time of enrollment at CSU.

GEO Contact Information

Cordell Reed Student Union – SUB268A

9501 S. King Drive, Chicago, IL 60628-1598

Phone : 773-995-2582 Fax : 773-995-2840 ; Email : GEO@csu.edu

The Latino Resource Center

Dedicated to the Latino students and communities, the Latino Resource Center is a comprehensive service unit that provides assistance with pre-college activities, admissions, retention, and advice. The office also provides liaison with community groups, businesses, and service agencies in the Latino communities.

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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.

For more information call the Center for Teaching and Research at 773/995-2960 or visit our website at www.csu.edu/CTRE.

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.

Research Compliance

Research is necessary for the creation of new knowledge in many areas of inquiry. Research Compliance is assured through several groups working in collaboration with the Office of Grants and Research Administration and the Office of the Provost. These groups address research integrity, protection of research participants, animal participants, research staff and the environment in which research is conducted.

Institutional Review Board (IRB). The mission of the Institutional Review Board is to protect the rights and welfare of research subjects, through review of research involving human subjects at Chicago State University. The mission of the CSU IRB is congruent with the University's mission of academic excellence, which encompasses teaching, research, service, and community development including social justice, leadership and entrepreneurship. The IRB chair is appointed by the President and members are selected according to federal regulations. For more information about the IRB, please contact the IRB coordinator at irb@csu.edu .

The Institutional Animal Care and Use Committee (IACUC). This committee oversees the University's animal programs, 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 are appointed by the president and assure that animal use is justified by benefits and minimize animal pain or suffering. For more information about IACUC, please contact Dr. Mark Erhart at MA-Erhart@csu.edu or call (773)995-2432.

Institutional Biosafety Committee [IBC] This committee is to the safe transportation, storage and usage of biological materials including radioactive isotopes, genetically modified organisms, and other biological materials. For more information about IBC, please contact Dr. Andrew Maselli at **amaselli@csu.edu**, 773-995-3895.

Research Integrity. The Research Integrity Officer, and the Deciding Official, both appointed by the President, assure research integrity and address research misconduct on campus, according to United States DHHS requirements. For more information, please call (773) 995-2339.

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College of Arts and Sciences

Dean: Dr. Elizabeth Davies

Associate Dean: Prof. Mark Smith (Interim)

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

Post-Baccalaureate Certificates

- Alcohol and Other Drugs of Addiction Counselor Training
- Archives and Records Management
- Community Development
- Computer Security
- Databases and Data Analytics
- Geographic Information Systems
- Teaching Literacy, Language and Culture in Postsecondary Settings

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.

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.

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Department of Biological Sciences

Chairperson: Joyce Ache Gana

Master of Science in Biological Sciences

Graduate Program Advisor: Mark Erhart

Graduate Faculty: Walid Al-Ghoul, Anser Azim, Christopher Botanga, Melvin Daniels, Mark Erhart, Joyce Ache Gana, Karel Jacobs, Andrew Maselli, Molly McDonough, 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, 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, including at least two upper-level Biology courses, with a minimum combined GPA 3.0. Applicants with less than a 3.00 GPA in Biology coursework may be considered for conditional admission on a three-course basis. Conditionally admitted students must complete a minimum of three 5000 level Biology courses (9 – 12 credit hours, chosen with approval of the graduate advisor), usually over two consecutive semesters, with a minimum cumulative GPA of 3.00. In addition, conditionally admitted students may be required to complete specified 3000 or 4000 level courses to remediate deficiencies. [Conditionally admitted students are not eligible for financial aid. Check with Financial Aid office]

General Requirements

Completion of 30 semester hours of approved graduate courses in the biological sciences, including 15-18 hours of required core courses: BIOL 5015 (3), 5040 (3), 5090 (3), 5100 (3), and 5700 (3-6).

Completion of 12-15 additional hours of Biology graduate courses as specified by the track of study: Applied Physiology (BIOA), Environmental Biology (BIOE), or Molecular / Cell Biology (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 with a grade of C or better.
2. Choosing a thesis advisor.
3. Completion of BIOL 5100 with a grade of C or better.
4. Selection of a thesis committee composed of a thesis advisor and at least two additional members such that the majority of the committee is composed of tenured/tenure-track faculty members from the CSU Department of Biological Sciences.
5. Successful presentation and oral defense of a written thesis proposal.

6. Continuous registration in BIOL 5700 until thesis work is completed and written thesis is approved by the department faculty.
7. Successful oral defense of the thesis project within two attempts. A maximum of six semester hours for the graduate research course (BIOL 5700) may be applied toward the master's degree. Consistent with the policy of the School of Graduate and Professional Studies, a grade of "T" is assigned for BIOL 5700 until the final written thesis has been approved by the department. "T" grades are then changed to "P" (Pass) once the written thesis has been approved.

The student must declare one of the following tracks of study: Applied Physiology (BIOA); Environmental Biology (BIOE); Molecular / Cell Biology (BIOM).

Tracks of Study

Students may choose from one of three tracks of study for the master's degree in Biological Sciences. Each track consists of a defined set of courses that will enable the student to receive rigorous graduate-level training by focusing on subjects that will best provide a theoretical and applied foundation for the student's thesis research topic. The courses for the tracks listed below are taken in addition to the five core courses required for all Biology graduate students (BIOL 5015, 5040, 5090, 5100, and 5700) for a (minimum) total of 30 credit hours. Credits for graduate courses taken at other institutions may be transferred at the discretion of and evaluation by the department and as per the Graduate School policies.

Applied Physiology Track

PSLY 5035: Comparative Animal Physiology (4 hr)

PSLY 5200: Comparative Cellular Neurophysiology (4 hr)

PSLY 5330: Physiological Control Mechanisms (4 hr)

Environmental Biology Track

BIOL 5550: Advanced Evolution (3 hr)

BIOL 5730: Environmental Biology (4 hr)

At least five additional credit hours of 5000 level biology courses, chosen in consultation with the graduate advisor.

Molecular / Cell Biology Track

BIOL 5510: Molecular Biology (3 hr)

At least nine additional credit hours chosen from the following:

BIOL 5170: Immunology (4 hr)

BIOL 5450: Techniques in Electron Microscopy (4 hr)

BIOL 5550: Advanced Evolution (3 hr)

CHEM 5303: Biochemistry I (3 hr)

or an appropriate Special Topics course, chosen in consultation with the graduate advisor.

Department of Computing, Information and Mathematical Sciences, and Technology (CIMST)

Chairperson: Mark Smith (Interim)

Degree/Programs/Certificates Offered

Master of Science

On-campus with limited online course offerings

- Computer Science
- Mathematics

Fully online program

- Library and Information Science
- Technology Performance and Improvement Studies

Post-Baccalaureate Certificates

- Computer Security
- Databases and Data Analytics
- Archives and Records Management

Online Licensures and Endorsements

- Library Information Specialist – Initial Professional Educator Licensure /Professional Educator License with an Endorsement as a Library Information Specialist
- Library Information Specialist Endorsement Only

Master of Science Computer Science

Graduate Program Advisor: Johng-Chern Chern, Kapila Rohan Attele

Graduate Faculty: Jan-Jo Chen, Johng-Chern Chern, Moussa Ayyash

The Department of Computing, Information and Mathematical Sciences, and Technology offers a Master 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 daytime and evenings in state-of-the-art computer laboratories. Several courses in current areas are also offered online.

The goal of the Program is to prepare students for employment in the IT sector. External Advisory Committee of leaders from industry and academia, and entrepreneurs helps the Program to stay current.

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 Post-baccalaureate Certificates in Computer Security, and Databases and Data Analytics.

The Department has a few graduate assistantships and other forms of financial assistance for qualified students.

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). A grade B or better in each course is needed.

CPTR 5600, 5750, and 5820.

Required master's project or thesis (3 or 6 credit hours). A grade B or better is needed.

CPTR 5990 (3 hours) or CPTR 5995 (6 hrs.)

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 5000-level or approved 4000-level (4000-level passed with a grade B or better in each) courses applicable to the master's degree:

With the approval of the Graduate Program Advisor, three credit hours at the 5000 level may be taken in fields related to computer science, such as mathematics and computational biology.

Post-Baccalaureate 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 and communication security. Topics embrace key information security technologies and principles including: network security devices, security administration and network design and wireless security; risk management and mitigation; business continuity and disaster recover; malwares, network attacks, wireless attacks and application attacks; Access Control and Identity management; general cryptography concepts, hashing, digital signature, encryption algorithms and protocols, public and symmetric cryptography, key distribution and user authentication; Public Key Infrastructure (PKI) and certificate management. 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.

Specific Requirements

Required Core Courses: CPTR 5750, 5760, 5770, 5772.

Completion of two electives:

CPTR 4710, CPTR 4740; any 4000 or 5000 level courses selected, with the approval of the advisor, in Modern Algebra or Number Theory (MATH 5040 is excluded). The 4000-level courses must have been taken in Graduate Student status.

Post-Baccalaureate Certificate in Databases and Data Analytics

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 prior approval of the advisor. Only graduate courses with earned grades of B or better 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.

Specific Requirements

Completion of four required courses and two electives to earn no less than 18 credit hours.

Required Core Courses

CPTR 5600, CPTR 5610, CPTR 5665, and CPTR 5670

Elective Courses

CPTR 5550, CPTR 5660, CPTR 5666, CPTR 5681, CPTR 5682, or, with the explicit consent of the advisor, other graduate courses in computer science or related areas.

Master of Science in Mathematics

Graduate Faculty: Victor Akatsa, Kapila Rohan Attele, Daniel Hrozencik, Paul Musial, Elaina Khasawneh, Asmamaw Yimer

CIMST offers 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 computer science, and 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. An External Advisory Board periodically reviews the curriculum to ensure that students are prepared with the knowledge base, skills, ability to think, innovate, and take leadership roles. Among others, course in AI are cross listed in Mathematics and Computer Science. The strong theoretical foundation provided by the required courses in analysis, algebra, and geometry together with applied foundations provided by the electives will prepare students for careers in startups, industry, banks, governments, junior colleges, high school systems or in higher education.

A limited number of graduate assistantships are offered, subject to the availability of funds. Graduate assistants may teach under mentorship of a regular faculty member and attend case studies workshops on various teaching scenarios to gain teaching experience.

The Graduate Students 'Handbook describes departmental policies in detail and has other useful information such as links to useful websites. Policies for graduate assistants are in the booklet Procedures for Graduate Assistants. Both publications are available from the Department.

General Requirements

- Fulfillment of the general requirements for admission to the 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 admission with conditions.
- Any international student who wishes to apply to the Master 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 who were admitted with conditions are required to complete four approved graduate credit bearing courses (which could be credited to the degree) each 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. These interdisciplinary courses could be at the 4000-level or 5000-level.

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 courses in mathematics at the 5000-level which are applicable to the MS degree in mathematics.

*****Permission to write a thesis needs the approval of the Graduate Advisor and the Graduate Committee. Confer with the Graduate Advisor on these procedures.

Completion of the remaining 9-12 hours from courses that are applicable to the master's degree in Mathematics selected from approved 4000-level or 5000-level mathematics or aforementioned interdisciplinary courses in Mathematics.

The following 4000-level courses in mathematics 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.

Integrated BS to MS Program in Mathematics (Remove the word to; repave

The integrated BS to MS program in Mathematics allows students to begin earning credit towards a master's degree while still pursuing undergraduate studies. Students entering CSU as a freshman would be expected to complete both degrees in 9 to 11 semesters and acquire at least 144 semester hours out of which at most 9 hours would have been courses that were counted towards both degrees.

Student advising and planning begin at the inception of their declaration to major in mathematics, but they are admitted to the integrated degree program only after completing at least 60 hours of college-level courses applicable toward a baccalaureate degree in mathematics. Applications are processed by the School of Graduate and Professional Studies. Eligible transfer students may concurrently apply for the baccalaureate degree and the integrated MS program.

Eligibility

To enroll in the program, the applicant must:

1. have at least 60 hours of college-level courses which are applicable toward a baccalaureate degree in mathematics completed with a GPA of at least 3.0 on a 4.0 scale.
2. have completed the calculus sequence and introduction to differential equations.
3. have an average of at least 3.0 on a 4.0 scale in all mathematics courses applicable toward a baccalaureate degree in mathematics.
4. submit at least two letters of recommendation from mathematics faculty
5. attesting to the applicant's aptitude to go through a rigorous study program and evaluating his/her probably success in completing the program.

6. submit a personal statement which includes a description of a difficult and challenging situation that had a direct impact on the applicant's academic progress; his/her coping mechanisms and support structures.

Standards

1. All requirements for the bachelor's degree must be met within four to six long semesters of admission to the program. Approved semester-long leaves of absence are not included in this range.
2. All requirements for the master's degree must be met within five to seven long semesters of admission to the program. Approved semester-long leaves of absence are not included in this range.
3. Dual-eligible courses. Up to nine hours of mathematics courses at the 4000-level taken in the program with the consent of the Graduate Advisor can be dual- counted toward both BS and MS degrees provided both degrees are completed in the stipulated time frame and a grade of at least a B is earned in each course. Independent study, internships, or courses credit given by exam cannot be used for dual-eligible credit.
4. Students must complete or have completed at matriculation to the program MATH 4410 (Introduction to Real Variables) and MATH 4250 (Introduction to Modern Algebra) with grades of B or better in each.

Additional Program Requirements

1. A maximum of 18 hours earned as an undergraduate can be applied to the MS degree. These 18 hours consist of the dual-counted course (<= 9 credit hours) and the 5000-level course hours earned as an undergraduate.
2. Of the 4000-level courses taken in undergraduate student status, only the dual- counted hours can be applied for the master's degree (additional 4000-level courses taken in graduate status may be applied to the master's degree. No more than 12 hours of 4000-level courses, including the dual-counted hours, can be applied to the MS degree; other restrictions apply).
3. In the integrated program, no 5000-level course taken can be substituted or used to fulfill a requirement for the bachelor's degree. An undergraduate thesis cannot be substituted for the graduate research project or thesis requirement. However, subject to the approval of the Graduate Advisor, research begun as an undergraduate can be continued as a graduate student that will lead to a MS research project or thesis. In order to be applied for MATH 5990/5995 credit, such continued research must be a substantial extension of undergraduate research.

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Master of Science in Library and Information Science

Graduate Program Advisor: Rae-Anne Montague

Graduate Faculty: Kimberly Black-Parker, Gabriel Gomez, Rae-Anne Montague, Chi Young Oh

The Master of Science in Library and Information Science (MSLIS) program at Chicago State University is accredited by the American Library Association Committee on Accreditation, with the status of initial accreditation. The next comprehensive review visit is scheduled for Spring 2026.

Degree(s)/Licensures

Master of Science in Library and Information Science (MSLIS)

Library Information Specialist – Initial Professional Educator Licensure /Professional Educator License with an Endorsement as a Library Information Specialist

Library Information Specialist Endorsement Only

Archives and Records Management Post-baccalaureate Certificate

Content Designations

The MSLIS prepares professionals to design and manage library and information services in a variety of settings. The field of library and information science is concerned with the management and use of information resources, services, and technologies. The field encompasses "information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources."

The program is designed to reflect an urban focus with the following specializations:

- School Libraries (licensure or endorsement to become a School Library Information Specialist)
- Archives and Records Management
- Academic Libraries
- Public Libraries

General Admission Requirements for all MSLIS Degree Applicants

1. Applicants interested in applying to the MSLIS must:
2. Fulfill the general university requirements for admission to a graduate program.
3. Have a grade point average of 2.75 or greater (on a 4.00 scale) for the final 60 semester credit hours of undergraduate and/or graduate courses.

Complete departmental admission requirements, including providing a writing sample, a resume, and transcripts.

General Requirements for all MSLIS Candidates

- All requirements for the master's 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 project or thesis.
- Submission of an electronic graduate portfolio completed during the Capstone course.
- Adherence to all College policies, unless exceptions or higher expectations are noted in program documentation.

MSLIS Specific Requirements (35 – 44 Credit Hours)

Required Courses (15 Credit Hours)

The following five required courses are to be taken as early as possible in the MSLIS program:

- LIS 5050: Foundations of the Information Professions
- LIS 5060: Organization of Information
- LIS 5070: Introduction to Reference Services
- LIS 5080: Information Technology for Library and Information Agencies
- LIS 5090: 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 courses listed or advisor approved substitutions:

School Libraries

- Professional Education Coursework Sequence (approx. 18 credit hours) – FOR OPTION 3 CANDIDATES ONLY
- LIS 5710: Literature and Services for Young Adults
- LIS 5720: Literature and Services for Children
- LIS 5520: Cataloging and Classification
- LIS 5120: Administration of Media Centers
- LIS 5130: Curriculum in the Media Center
- LIS 5180: Clinical Experiences in School Library Media Centers
- LIS 5185: Licensure Exam Review (optional/not counted towards degree)
- LIS 5190: Student Teaching and Seminar (initial licensure only)

Archives and Records Management

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

Academic Libraries

- LIS 5300: The Academic Library

- LIS 5390: Management and Organization of Libraries
- LIS 5510: Database Design for Information Storage and Retrieval
- LIS 5970: Field Practicum
- Two electives selected with an advisor

Public Libraries

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

Concluding Courses (4 to 7 Credit Hours)

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

- LIS 5980: Seminar in Research (At least 3 credit hours – project or thesis course)
- LIS 5990: MSLIS Capstone (1 credit hour)

MSLIS with a School Library Specialization

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 PK -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-master's degree option that allows you to teach in a school library for the grade range PK-12.

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.

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

1. Applicants for Options 1 and 2 (MSLIS with Library Information Specialist Endorsement; or Endorsement only/non-degree)

2. Provide evidence of a current State of Illinois Professional Educators License with a teaching endorsement.
3. Applicants for Option 3, a Professional Educator License, an MSLIS and a Library Information Specialist Endorsement must also follow these steps:
4. Contact the Licensure Services Office to have their transcripts evaluated in order to determine eligibility into the MSLIS Professional Educator Licensure program.
5. Be fully admitted and complete all general education coursework required for licensure.

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 MSLIS, and an Endorsement of a Professional Educators License must also:

- Provide evidence of passing the Content Area Test.

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 an initial Professional Educators License, and endorsement in LIS, and a MSLIS must also:

- Meet the program and College requirements in effect at the time they officially are accepted in a program leading to licensure at CSU, regardless of when they were admitted to the university.
- Provide evidence of passing the Content Area Test and any other required tests.
- Maintain an acceptable background check for work in schools with children.

Non-Degree Endorsement in School Library Media for Licensed Teachers (18 Credit Hours)

Specific Coursework (18 Credit Hours)

Students who are already have an Illinois PEL and would like to add an endorsement for School Library Information Specialist can take the following suggested sequence of courses to satisfy the State of Illinois credit hour requirements.

Initial:

- LIS 5050 Foundations of the Information Professions
- LIS 5120 Administration of Media Centers
- LIS 5130 Curriculum and the Media Center

One or two of:

- LIS 5710 Literature and Services for Children
- LIS 5720 Literature and Services for Young Adults

One or two electives (to complete 18 credit hours):

- LIS 5060 Organization of Information
- LIS 5070 Introduction to Reference Services
- LIS 5080 Information Technology for Libraries and Information Agencies

- LIS 5090 Research Methods in Library and Information Science
- LIS 5520 Cataloging and Classification
- LIS 5670 Information Literacy Instruction
- LIS 5700 History of Literature for Children and Young Adults
- LIS 5750 Seminar in Multicultural Materials
- LIS 5770 Storytelling and Folk Literature
- LIS 5900 Seminar in Trends and Problems in Librarianship
- Another LIS graduate course approved by the academic advisor

Post-Baccalaureate 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 and Information Science.

Required Courses (12 Credit Hours)

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

Two Elective Courses (6 Credit Hours)

- LIS 5570: Digitization and Digital Repositories
- LIS 5240: Curatorship of Historical Collections
- LIS 5970: Field Practicum
- HIST 5400: Historical Methods
- Substitutions may be approved by the academic advisor.

Master of Science in Technology and Performance Improvement Studies

Graduate Adviser: Moussa Ayyash

Graduate Faculty: Moussa Ayyash

Degree(s)/Certification(s)

MS Technology and Performance Improvement Studies Education Technology Specialist

Telecommunications Management Certificate BSMIS/MSTIPS 4+1 Integrated Degree Program.

Content Designations

The Department of Information Studies offers a Master of Science degree in Technology and Performance Improvement Studies. The purpose of the degree is to prepare professionals to systematically evaluate situations and implement appropriate solutions 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, security and intelligence 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 requirement 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 Management
- Security and Intelligence Studies
- Interdisciplinary Options

Specific Requirements

Required Courses (15 hours)

- TPS 5050 – Professional Practice and Portfolio I (1 credit hour)
- TPS 5060 – Fundamentals of Performance Improvement (3 credit hours)
- TPS 5070 – Informatics Essentials (3 credit hours)
- TPS 5080 – Quality Systems and Methods (3 credit hours)
- TPS 5090 – Research Methods in Technology and Performance Improvement (3 credit hours)
- TPS 5990 – Professional Practice and Portfolio II (2 credit hours)

Thesis/Project Requirements (6 hours)

- TPS 5980 – Thesis / Project (3 credit hours)

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
- TPS 5120 – Change Management
- TPS 5210 – eLearning Strategies and Techniques
- TPS 5220 – Internet Publishing for Information Specialists
- TPS 5230 – Multimedia Production
- TPS 5240 – Advanced Media Production
- TPS 5300 – Fundamentals of Instructional Design
- TPS 5310 – Development of Instructional Materials
- TPS 5500 – Computer Systems Technologies
- TPS 5510 – Networking Fundamentals for Information Specialists
- 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 and Endorsement in Education Technology Specialist (24 hours)

The post-baccalaureate certificate/endorsement in Education Technology Specialist consists of eight required courses. The certificate targets interested students who already have an Illinois Professional Educator license and are looking for an endorsement as a technology specialist. Students who pass the Illinois Technology Specialist (178) test and complete all required certificate coursework 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 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 Performance Improvement Studies or Master of Science in Library and Information Science. Courses are planned for students to complete the requirements within one academic year.

Pre-requisites for admission:

- Possess a valid Illinois Professional Educator License (PEL)
- 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.

Required Courses (24 credit hours):

- ED 5312 – Teaching with Technology
- TPS 5070 Informatics Essentials OR TPS 5500 (Computer Systems Technologies)
- TPS 5510 Networking Fundamentals for Information Specialists
- TPS 5210 eLearning Strategies
- TPS 5300 Fundamentals of Instructional Design
- TPS 5010 Ethics and Issues with Technology
- TPS 5080 Quality Systems and Methods
- TPS 5310 Development of Instructional Materials

Post-baccalaureate Certificate in Telecommunications Management **(21 hours)**

The post-baccalaureate Telecommunications Management Certificate program consists of five required courses plus two elective courses. The focus of the certificate is on network computing. The certificate is designed to prepare students to test for several of the highly respected industrial certification examinations including the following: A+, Network+, Security+, CCNA, CWSP, etc.

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 Networking Fundamentals for Information Specialists
- TPS 5070 Informatics Essentials or TPS 5500: Computer Systems Technologies
- TPS 5520 Network Configuration II
- TPS 5530 Network Practicum I
- TPS 5540 Network Practicum II

Two Elective Courses (6 Credit Hours)

- TPS 5550 Network Administration Technologies
- TPS 5610 Wireless Networks Security and Design
- TPS 5220 Internet Publishing for Information Specialists
- TPS 5630 Database Systems and Technologies
- Any directed elective graduate course approved by advisor

BS MIS/MS TPIS 4 + 1 Integrated Degree Program

The B.S. MIS/M.S. TPIS 4 + 1 Integrated Degree Program was created to allow outstanding undergraduate students to finish the requirements of both a B.S. and an

M.S. degree within 5 years (4+1). Traditionally, students complete the 120-credit hour BS MIS program in 4 years and the 33-credit hour MS TPIS program in 2 years. The 4+1 integrated degree program is a total of 144 credit hours that allows 9 credit hours to be shared between the two programs.

The benefits of the program are the following:

- An accelerated program to earn a BS and an MS simultaneously in five years.
- Students are eligible for financial aid at the graduate level.
- Students have the opportunity to interact and work with graduate students on research projects in the area of technology and performance improvement.
- Students are eligible to apply for graduate assistantships and scholarships.

Program Requirements:

Combined MIS/TPIS students must meet all undergraduate and graduate program requirements and adhere to all polices.

MIS students can apply to the program in the fall semester of their junior year (after completion of 60 credit hours) if they have maintained a 3.00 GPA and at least 30 hours of coursework was completed at CSU. Once admitted into the program, students are required to complete all remaining program requirements within 6 consecutive years. If the combined MIS/TPIS degree is not completed at the end of six years, the student will be dismissed from the combined MIS/TPIS program and updated to an undergraduate student status only (BS/MIS).

Should a student decide to withdraw from the accelerated program, they must submit their request in writing to the program coordinator and submit the required Change of Program form.

Program Structure:

The structure of the program, as compared to the individual programs, is provided below. Students in the program will be required to take TPS 5070, TPS 5110, and INSY 5300 in their senior year. TPS 5070 will count towards one of the TPS Core courses and TPS 5110 and INSY 5300 will count towards TPS directed electives. All other courses will be completed according to the plan developed with the program coordinator.

Current BSc/MIS	Current MSc/TPIS	Combined MIS/TPIS
39 cr – General Education 48 cr – Business Core 27 cr – Required MIS Major 6 cr- Non-Business Electives (CMAT 1140 and MATH 1400)	15 cr – TPIS Core 12 cr – Directed Electives 6 cr – Thesis/Project	39 cr – General Education 48 cr – Business Core 18 cr – Required MIS Major 6 cr – Non-Business Electives 3 cr – INSY 5300 (Sys Analysis) 3 cr – TPS 5070 (Info Essentials) 3 cr – TPS 5110 (Project Mgmt) 12 cr – TPIS Core 6 cr – Directed Electives 6 cr – Thesis/Project
Total credit hours: 120	Total credit hours: 33	Total credit hours: 144

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Department of Psychology

Department Chairperson: Dr. Alesia Richardson

Master of Arts in Counseling

Counseling Program Director: Shirlyn Garrett-Wilson

Graduate Faculty: Dena High-Rogers, Shirlyn Garrett-Wilson, 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 National Certified Counselor (NCC). The Clinical Mental Health and School Tracks currently qualify students for Illinois Licensure for Licensed Professional Counselors (LPC). 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 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 the requirements of the school counseling degree. The Endorsement in School Counseling Certificate Program has 42 hours of prerequisites and 18 hours of additional required course work (totaling 60 hours). More information about the program can be obtained in the Chicago State University Master of Arts in Counseling Student Handbook.

Admission Requirements

- Priority consideration requires the 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. Applications continue to be accepted until the posted deadline for the Office of Graduate and Professional Studies (currently July 15). Applications received after this date are considered for the following Spring 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 2.75 (on a 4.0 scale) for the final 60 hours of undergraduate work. Applicants whose grade point average is above 2.75 and but has other deficiencies 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 a valid Professional Educator License (PEL) or they must take the course ED 5820 (Educational Fundamentals in School Counseling) as a program prerequisite. 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. (Please see http://www.isbe.net/licensure/html/testing.htm for the current licensure requirements).
- 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 60 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.
- Students must successfully pass Comprehensive Examinations (Part 1-Objective and Part 2-Essay).
- 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. 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 prior to internship. All degree requirements must be completed within six years.

Specific Requirements for Programs

Option I - School Track (Total 60 hours)

Core Courses (48 credit hours): COUN 5600, 5640, 5650, 5660, 5670, 5710, 5720, 5730,

5740, 5746, 5750, 5780, 5800, 5810, 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 School Counselor Content Area exam within the current time limit set by the State of Illinois prior to enrolling in COUN 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. Students 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.

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 Latinx 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

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 from the Chicago State University Counseling Program who are seeking an endorsement in school counseling. All students interested in applying for this program must have a Master's in counseling or a closely related field.

Summary Description of Program: The purpose of this certificate program, an 18-credit-hour graduate sequence (with 42 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 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. 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. The program prerequisites and requirements will meet all 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 master's degree. 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 the program prerequisites to receive and endorsement in School Counseling from CSU

- COUN 5600 Introduction to School Counseling
- COUN 5660 Advanced Lifespan Development
- COUN 5710 Multicultural Issues in Counseling
- COUN 5720 Lifestyle and Career Development
- COUN 5650 Micro-counseling
- COUN 5640 Counseling Theories and Ethics
- COUN 5730 Techniques of Assessment and Diagnosis
- COUN 5670 Principles and Techniques of Group Counseling
- COUN 5746 Counseling Techniques Across the Lifespan
- COUN 5750 Introduction to Family Systems Counseling
- COUN 5810 Practice in Addictions Counseling
- COUN 5840 Advanced Psychopathology and Treatment Planning
- COUN 5950 (must have completed a minimum of 100 hours of practicum with direct clinical service to children and adolescents).

Program Requirements starting Fall 2020 or later (18 credit hours)

COUN 5740, 5780, 5790, 5800, 5990 (6 credit hours).

Requirement:

Students must successfully pass the Illinois School Counselor Content Area exam within the current time limit set by the State of Illinois prior to enrolling in COUN 5990.

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Post-Baccalaureate Certificate in Alcohol and Other Drugs of Addiction Counselor Training

Program Coordinator: Maryse Nazon

Level of Certificate: Post-baccalaureate Certificate

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 18 credit hours, three (COUN 5810) of which can be transferred to the Counseling Graduate Program 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 the posted deadlines for the Fall and Spring semesters. New students can begin either semester.
- A minimum GPA of 2.75 (on a 4.0 scale) for the final 60 hours of undergraduate work. Applicants whose grade point average satisfies the requirement but is deficient in other requirements 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 of higher.
- Internship of 600 clock hours, which must be completed in one year.
- Completion of all program requirements within five years.

Prerequisites

PSYC 1100 (Introduction to Psychology) 2000 (Lifespan Development), and 2155 (Abnormal Psychology).

Required Courses (18 credit hours)

The following courses (in the order taken): COUN 5810, PSYC 5302, PSYC 5303, PSYC 5306, PSYC 5307, 5308

COUN 5810 – Theories and Practice of Addictions Counseling (3)

PSYC 5302 – Family Violence and Addictions/Trauma Informed Treatment for Women and Adolescents (3)

PSYC 5303 – Assessment, Planning and Case Management (3)

PSYC 5306 – Diagnosis and Treatment of Co-Occurring Disorders (3)

PSYC 5307 – Addictions Internship I: Addictions counseling (3/300 hours field practice)

PSYC 5308 – Addictions Internship II: Ethics and Professional Issues in Addictions Counseling (3/300 hours field practice)

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Department Criminal Justice, Philosophy & Political Science

Chairperson: April Bernard

Master of Science in Criminal Justice

Graduate Advisor: Mohammad Salahuddin

Graduate Faculty: Mohammad Salahuddin, Dr. April Bernard, Dr. Jon Patterson, Dr. Mutlu Koseli

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

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

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

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

Admission Requirements:

Submission of a formal application through the Graduate School office. Applicants must

1. Submit an undergraduate social science paper.
2. 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).

General Requirements

- Prerequisites for all graduate level criminal justice courses include CJ 1200, 2309 and 2316 (or equivalents); ENG 1360, 2100, and either 2280 or2790 (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 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)

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Department of English, Foreign Languages, and Interdisciplinary Programs (EFLIP)

Chairperson: Brenda Aghahowa [Interim]

Master of Arts in English

Graduate Program Advisor: Prof. Kelly Norman Ellis

Graduate Faculty: Brenda Aghahowa, Kelly Ellis, Christine Ohale, Nuru Yakubu Ubangiji

The Department of English, Foreign Languages, and interdisciplinary Programs offers the Post-Baccalaureate Certificate in Literacy, Language, and Culture, the Master of Arts degree in English, and 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 Post-Baccalaureate Certificate in Teaching Literacy, Language, and Culture in Postsecondary Settings is designed to prepare graduate students for teaching positions in postsecondary settings by helping to enhance the impact of writing instruction in two- and four-year postsecondary institutions. Students will demonstrate mastery in instructional planning, content (composition and literature), and the sociocultural connections between literacy, culture, and identity.

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. MFA students may also fulfill the requirements for the Post-Baccalaureate Certificate in Teaching Literacy, Language, and Culture in Postsecondary Settings.

Graduate-level courses also are available in television, theatre arts, and communication studies.

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Post-Baccalaureate Certificate in Teaching Literacy, Language, and Culture in Postsecondary Settings

Admission Requirements

General Requirements

- Fulfillment of the general requirements for admission to the certificate 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).

Specific Requirements

- Completion of 21 semester hours of graduate work in English that focus on at least the following: methods of teaching composition; methods of teaching literature; oral language and literacy; teaching in multicultural settings; and language and culture. Courses will be selected with the approval of the graduate advisor.
- Required courses include ENG 5338, ENG 5400, ENG 5360, ENG 5377, ENG 5378, ENG 5436. Select 3 credit hours of electives from the following: ENG 5337, ENG 5449, ENG 5361, ENG 5370, ENG 5452, ENG 5453, ENG 5454.

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 of 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 receive one of the following decisions: 1) denied admission, 2) conditionally admitted, or 3) fully admitted. Fully and conditionally admitted students who do not produce an acceptable paper of literary analysis will be assigned to a supportive course (ENG 2800, 2100, or 2260). Undergraduate courses do not count toward graduation. 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 or English literature.
- While students need not repeat required courses taken at CSU at the undergraduate, 4000 level (ex. ENG 4311, which is taught in a combined course with ENG 5411 Studies in Shakespeare), they must earn at least 30 or 33 credit hours in appropriate 5000-level courses, depending upon the option selected (either completing the Comprehensive Examination or completing a Master's Thesis).

Option 1

- Completion of at least 30 credit hours of graduate-level course work, 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 33 credit hours of graduate-level course work (including the thesis), 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.
- 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, 4315 or 5415, and 4327 or 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 thesis committee members (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.
5. After it has been approved by the thesis advisor, the manuscript and other required documents must be properly uploaded to the ProQuest database, and also reviewed by administrators of the School of Graduate and Professional Studies, in order for the degree to be conferred.

Master of Fine Arts in Creative Writing

For admission to the MFA Program, applicants 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 2.75 or better (on a 4.0 scale).
- Completion of 36 hours of graduate-level course work, 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 excerpts from the student's thesis.

Specific Requirements

Workshops/Forms Courses (15 credit hours)

Select 6 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 6 hours of ENG 5498 and give a public reading of excerpts of the thesis. *

***Note**: After it has been approved by the thesis advisor, the manuscript and other required documents must be properly uploaded to the ProQuest database, and also reviewed by administrators of the School of Graduate and Professional Studies, in order for the degree to be conferred.

Department of Geography, Sociology, History, African American Studies, and Anthropology

Chairperson: Daniel Block
Graduate Advisor: Tekleab Gala
Graduate Faculty: Daniel Block, Tekleab Gala, Aynaz Lotfata

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 GI Science 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 2.75 GPA or better in the last 60 hours at the undergraduate level. The Department reaches out to surrounding communities through the Neighborhood Assistance 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 description at the end of this section).

Post-baccalaureate 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 2.75 GPA or better (on a 4.0 scale) in the last 60 semester credit hours of undergraduate and/or graduate courses (see the General Admission Requirements section of the graduate catalog for more information).

Prerequisite

GEOG 4500/5500 (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

Three of the 5000-level elective from the following:

SOC 5450 Community Organizing; GEOG 5550 Community Development Capstone OR GEOG 5851 Internship; GEOG 5050 Geography of Metropolitan Chicago; GEOG 5250 Geography of Food and Hunger; GEOG 5800 Intro to GIS; GEOG 5805: GIS for Homeland Security and Criminal Justice; GEOG 5290 Environmental Justice, GEOG 5820 Environmental Remote Sensing, GEOG 5851 Internship, SWK 5426 Diversity/Ethics in Social Work, or SWK 5432 Family Support and Development.

Students who are also completing a thesis in the MA in Geography program may substitute an additional elective for GEOG 5550/5851.

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

Post-baccalaureate certificate in GI Science

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 2.75 GPA or better (on a 4.0 scale) in the last 60 semester credit hours at the undergraduate level.

Required Courses (18 credit hours)

- GEOG 5800 Introduction to Geographic Information Systems (GIS)
- GEOG 5820 Environmental Remote Sensing
- GEOG 5830 Advanced Geographic Information Systems
- GEOG 5850 Geographic Information Systems (GIS) Applications OR GEOG 5851 Internship

A 5000 Level GIS Electives chosen from the following:

- GEOG 5805: GIS for Homeland Security and Criminal Justice.
- GEOG 5810 Cartographic Design and Visualization.
- GEOG 5840 Advanced Remote Sensing.
- GEOG 5841: GIS Database Development and Management (0r) GEOG 5842: GIS Programming and Customization.
- GEOG 5591: Internship

Students who are also completing a thesis in the MA in Geography program with GI Science Concentration may substitute an additional elective for GEOG 5850/5851.

Courses taken for the certificate may be applied to the Master of Arts in Geography or Master of Arts in Geography: GI Science 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 2.75 GPA or better (on a 4.0 scale) in the last 60 semester credit hours of at the undergraduate and/or graduate courses (see the General Admission Requirements section of the graduate catalog for more information).

Completion of a minimum of 6 semester credit hours of undergraduate geography courses. Students who do not fulfill this requirement may be admitted but may be required to take and receive a B or above in GEOG 1000 and GEOG 1100 in addition to their graduate level requirements.

Required Core Courses

Geographic Inquiry (GEOG 5860), Geographic Measurement Techniques (GEOG 5880), and Introduction to GIS (GEOG 5800).

General Requirements

Completion of 33 credit hours of graduate courses, including GEOG 5860, GEOG 5800 and GEOG 5880. In consultation with the graduate advisor, students may design a flexible program in the general field of geography. Students may take up to 6 hours outside of geography as part of their 33 required hours. 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.

Exit Requirements:

Students enrolled in the thesis option (6 credit hours) are required to take 15 credit hours of electives, while students enrolled in the non-thesis option (3 credit hours) are required to take 18 credit hours of electives. In that way, along with the other requirements of the program, ALL students finish with a minimum of 33 credit hours.

Thesis Option:

Students are expected to complete a thesis in the fundamental areas of program objectives and defend the thesis. Thesis defense involves a presentation, and the final oral examination will be conducted by the candidate's thesis committee. Please refer to Graduate School Thesis for more information and deadlines relevant to this process.

Non-Thesis Option:

Candidates must complete the requirements for Non-thesis Research Project (GEOG 5950). Additionally, requirements for completion are Passing a Comprehensive Exam in the foundational courses of the discipline and a presentation based on the research paper.

Master of Arts in Geography: GI Science (33 hours)

Admission Requirements

Fulfillment of the general requirements for admission to graduate programs at Chicago State University, which includes attainment of a 2.75 GPA or better (on a 4.0 scale) in the last 60 semester credit hours of undergraduate level and/or graduate courses (see the General Admission Requirements section of the graduate catalog for more information). Students who lack at least 3 hours of Introductory GIS or its equivalent may be required to make up the deficiency.

Completion of a minimum of 6 semester credit hours of undergraduate geography courses. Students who do not fulfill this requirement may be admitted but may be required to take and receive a B or above in GEOG 1000 and GEOG 1100 in addition to their graduate level requirements.

Required Geography Courses (9 hours)

GEOG 5860 Geographic Inquiry

GEOG 5880 Geographic Measurement Techniques

GEOG 5520 Introduction to Urban Planning

Required Geographic Information Systems (GIS) Courses (9 hours)

GEOG 5800 Introduction to Geographic Information Systems (GIS)

GEOG 5820 Environmental Remote Sensing

GEOG 5830 Advanced GIS

GEOG 5850 GIS Applications

Three Electives from GEOG 5805: GIS for Homeland Security and Criminal Justice; GEOG 5810 Cartographic Design and Visualization; GEOG 5840 Advanced Remote Sensing, GEOG 5530 Neighborhood Development, GEOG 5540 Community Analysis, GEOG 5841 GIS Database Development and Management, GEOG 5842 GIS Programming and Customization, GEOG 5591 Internship

Exit Requirements:

Students enrolled in the thesis option (6 credit hours) are required to take 15 credit hours of electives, while students enrolled in the non-thesis option (3 credit hours) are required to take 18 credit hours of electives. In that way, along with the other requirements of the program, ALL students finish with a minimum of 33 credit hours.

Thesis Option:

Students are expected to complete a thesis in the fundamental areas of program objectives and defend the thesis. Thesis defense involves a presentation, and the final oral examination will be conducted by the candidate's thesis committee. Please refer to Graduate School Thesis for more information and deadlines relevant to this process.

Non-Thesis Option:

Candidates must complete the requirements for GEOG 5950 Non-thesis Research Project. Additionally, requirements for completion are Passing a Comprehensive Exam in the foundational courses of the discipline and a presentation based on the research paper.

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Master of Arts in History

Graduate Advisor: Suzuko Morikawa
Graduate Faculty: Lionel Kimble, Suzuko Morikawa, Saidou N'Daou,

The Department of Geography, Sociology, History, African American Studies, and Anthropology offers graduate study leading to the degree of 1) Master of Arts in History, 2) the post-baccalaureate non-degree Illinois state secondary education teaching certification, and 3) the post-baccalaureate non-degree certificate in Archives and Records Management.

The Master of Arts in History focuses on the development of historical analysis and research skills, and the interdisciplinary nature of the Program provides knowledge and skills that have applicability to careers in the public or private sector, including government, corporate, and non-profit and meets the needs in increasingly culturally diverse workplaces. The program features Africana and United States History within an interdisciplinary approach. History degree graduates from Chicago State University acquire competencies to teach courses in History, Africana Studies, Ethnic Studies, and other social sciences in secondary schools and community colleges. A significant number of Master of Arts in History awardees graduates pursues their path to a Ph.D. degree as well as careers in legal service, justice, and public order.

In addition, the department offers one post-baccalaureate certification and one post-baccalaureate certificate for college graduates who wish to pursue professional careers in teaching or records management and archival work. Each of these certificates can usually be completed as full time in two years or part time in between three and five years.

The post-baccalaureate non-degree secondary education social studies teaching licensure program (TCHI) provides candidates who hold a bachelor's degree in an area other than education the opportunity to earn a professional educator license. Completion of the program qualifies students for the 9-12 Illinois Professional Educator License in Social Studies.

The post-baccalaureate certificate in Archives and Records Management (ARM) serves students with undergraduate degrees in history or related 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.

The History Program offers two types of courses. The advanced lecture- discussion courses (5300 – 5399 level) are designed to acquaint the student with the literature and problems of a selected field. Research seminars (5400 level) introduce students to intensive research on a particular historical topic and provide experience in historical methodology and in the use of primary and secondary source materials.

Degree Program

General Requirements for Admission:

- Fulfillment of the general degree requirements for admission to the graduate programs at Chicago State University. (See Graduate School catalogue.)
- Students should have earned a B average (3.0) in the junior and senior years and in all undergraduate history-related courses.

- A writing sample of 10-20 pages of an undergraduate essay or a paper of professional-level competency.
- One letter of recommendation from a person familiar with the applicant's academic or professional work.

For Admission with Conditions:

A minimum grade point average of 2.75 is required for full admission. The GPA is calculated by the Graduate Studies Office based on the last 60 hours of academic work. Additionally, students are expected to have completed 18 credit hours of history-related courses, including survey work with a B average.

Students with less than 18 hours in history-related courses are recommended to fulfill certain prerequisites. Those with less than a B average ordinarily should complete 6 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.

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 full or conditional 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.
- Completion of four 5400-level graduate seminars or independent studies (12 hours).
- HIST 5400 Seminar in Historical Methods (3 hours) should be taken before any other 5400- level courses.
- 5400–level Independent Research or Seminar Courses (3-6 hours)
- HIST 5499 M.A. Thesis (3-6 hours).
- Completion of six graduate-level courses (18 hours) including four HIST 5000-5399 level courses (12 hours) in consultation with the graduate advisor.
- Oral Thesis defense.

Capstone Project option

- Completion of 30 credit hours at the graduate level.
- Maintain a B average.
- Completion of four 5400-level graduate seminars or independent studies (12 hours)
- HIST 5400 Seminar in Historical Methods (3 hours) should be taken before any other 5400- level courses.
- HIST 5400 –level Independent Research or Seminar Courses (6 hours).
- HIST 5410 Advanced Readings in Historiography (3 hours).

- Completion of six graduate-level courses (18 hours) including four HIST 5000-5399 level courses in consultation with the graduate advisor.
- M.A. Capstone Project can consist of a revised seminar paper, or a project approved by the History graduate advisor with a presentation.

Non-Degree Programs

Secondary Education (9-12) Social Studies Teaching Licensure Program (TCHI)

Requirement for Admission (the application will be processed at the Office of Licensure Services)

- Bachelor's degree from a regionally accredited college or university.

Program Requirements

- Maintain a GPA of 3.0 or higher with at least a grade of C in the Program.
- Pass the state History Content Area examination and the edTPA (Secondary 9—12).
- Have passed or pass required undergraduate or graduate History and supportive Social Sciences courses at least a grade of C or higher.
- Required History Courses (39 cr hrs).
- HIST 1200, 1210, 1300, 1310, 2200, 2220, and 2470 (21 credit hours)
- Premodern History Field, HIST 2330, 2340, 2840, 4100, 4303, 4327, 4328,4329, 4331, 4343, 4381, or 4386 (3 credit hours).
- 12 credit hours 6 credit hours in each field and 9 credit hours at 3000-level or higher
    - FIELD 1 (The Americas): U.S., African American, Latin America
    - FIELD 2 (World History): Africa, Europe, Asia
- Required Supportive Social Science Courses (12 cr hrs)
    - GEOG 1000; GEOG 1100; ECON 1010; SOC 1010.
- Admission to the College of Education (separate application).
- Have passed or pass Professional Education courses (33 credit hours) with at least a grade of C within five years prior to the admission to the Program.
    - ED 1520, and 2000; ED 4312; PSYC 2020; BIL 4005 or ENG 4366; S ED 4301* and 4303*; ED 4500*; READ 4100*; CAS 2630*; HIST 4363* and 4375*

*Admission to the College of Education is required for courses marked with an asterisk.

Certificate in Archives and Records Management (18 Credit Hours)

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

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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

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.

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Department of Social Work

Department Chairperson and Program Director: Dr. Vimala Pillari

Master of Social Work

Graduate Faculty: Judith Birgen, Youngjo Im, Mamie Kutame, Amzie Moore, Brent In.

Field Education Director: Lolita Godbold

This 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 strength 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 6 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 July 15th (fall admission only). Early submission of application is recommended. Applications received past May 15th may be considered for part-time enrollment 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 as requested.
- In addition to the above, the following may apply:
- A course to enhance writing skills may be required as a condition of admission.
- 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.
- Advanced standing students who have not more than one social work course with the grade of "C" must retake that particular course or an equivalent course.
- Advanced standing 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

Course Requirements for Advanced Standing (33 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, 5471, 5472, 5462, 5463, 5490
- Complete SWK 5421 (3 credit hours), and SWK 5432 (3 credit hours)

- Complete two 3 credit hour electives (total of 6 credit hours)

Admission to Post MSW / Professional Educator License (PEL) for School Social Work

All applicants applying to the Post MSW / Professional Educator License (PEL) for School Social Work must have the following:

- You must hold an MSW from a CSWE accredited School of Social Work. Only those students who obtained a cumulative G.P.A. of 3.0 will be considered for admission
- Students must successfully meet the minimum requirements of the State of Illinois.
- You must complete the supplemental Post MSW / Professional Educator License for School Social Work application and submit it with your graduate application materials.

Course Requirements for Professional Educator License for School Social Work

Students in the curriculum must take or have taken S ED 5301 Characteristics of the Exceptional

Child (or an equivalent course at another university). In addition to S ED 5301 (3 credits), required courses in the Post MSW PEL program include:

- 5474 Policy and Practice for School Social Work (3 credits)
- 5464 Post MSW Field Practicum I (3 credits)
- 5465 Post MSW Field Practicum II (3 credits)

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 Foundation 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

Students may select 9 hours of electives. Students in the School Social Work concentration must take S ED 5301Characteristics of the Exceptional Child as one of the required electives. This course is offered in the Department of Special Education.

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College of Business

Dean: Derrick Collins

Assistant Dean & Graduate Program Adviser: Roosevelt Martin

Department of Master of Business Administration (MBA)

Degree Program

Master of Business Administration (MBA)

Mission Statement

The mission of the College of Business, in keeping with the university's mission, is to promote quality undergraduate education that is learner-centered and technologically responsive to a culturally and economically diverse student population. Through its programs, the college is committed to developing students by

- Providing foundations in business for students who have the ability to and desire to learn.
- Producing graduates who are responsible, discerning, ethical, and informed citizens with a commitment to lifelong learning, business leadership, entrepreneurship, and service.
- Fostering a collegial environment that values the personal growth and academic success of individuals through its teaching, research, service, and entrepreneurial initiatives.
- Supporting other university academic programs by providing basic business instruction to enrich their curricula.

Vision Statement

- The College of Business is an outstanding urban-based learning center committed to excellence as it prepares students to become leaders in the local, state, and global business community.

Admission Requirements

Admission to the MBA program is based on the following requirements and acceptance by the Admissions Committee. To be considered for admission into the program, applicants must submit all of the following:

- A completed application form, which includes a resume and set of essay questions.
- A nonrefundable application fees.
- Official transcript(s) of all undergraduate work and any graduate work from all the institutions attended
- Applicants must have earned a baccalaureate degree from an accredited college or university with a grade point average of at least 2.75 on a 4.0 scale in the last 60 hrs. of course work. Applicants who have the required GPA but lack some pre-requisites may qualify for conditional admission.
- Three letters of recommendation from professional superiors and/or academic professors addressing the applicant's work or academic performance and potential for success in a MBA program.
- Test Scores: Graduate Management Admission Test (GMAT) or Graduate Records Examination (GRE) must have been taken within the past five years of admission date.
- Interview with MBA Admissions Committee.

MBA Degree Requirements

Completion of 36 credit hours of approved graduate courses in the Business Administration program, including 24 credit hours of required courses, 9 credit hours of specialization coursework, and 3 credit hours in a selected capstone course. Prerequisite foundational coursework may be required if the applicant does not have an undergraduate degree in Business. All requirements for the MBA degree must be completed within five years.

Prerequisite Foundation Coursework

Applicants must have prior undergraduate or graduate coursework that satisfies sufficient knowledge in the subject areas of accounting, economics, finance, and statistics. Applicants that have an undergraduate degree in a business discipline from an accredited college or university are deemed to have satisfied this requirement. An applicant with extensive professional experience in any of these areas may be evaluated and deemed to have sufficient knowledge in the sole discretion of the College of Business. Students that require any of these prerequisites must successfully complete one or more of the following courses:

- ACCT 5001 – Fundamentals of Accounting
- ECON 5003 – Fundamentals of Economics
- FIN 5004 – Fundamentals of Finance
- QBA 5002 – Fundamentals of Quantitative Business Analysis (Statistics)

Required Core Coursework

- ACCT 5100 – Financial Statement Analysis
- FIN 5100 – Corporate Finance
- INSY 5100 – Information Systems Applications in Business
- MGMT 5100 – Leadership & Management of Organizations
- MGMT 5200 – Operations & Supply Chain Management
- MGMT 5300 – Global Business Management
- MGMT 5400 – Business Law & Ethics
- MKTG 5100 – Sales & Marketing Management

Specialization Coursework

Completion of 9 additional credit hours of courses as specified by the student's specialization area. Please note that students automatically satisfy the requirements for the Management specialization with the successful completion of the required core coursework and capstone course. The following provides an additional area of concentration:

- **Accounting**
  - ACCT 5210 – Intermediate Accounting
  - ACCT 5250 – Federal Income Tax
  - ACCT 5290 – Advanced Accounting

- **Educational Management & Administration**

Any three of the following

  - ELCF 5380 – Collective Negotiations
  - ELCF 5400 – Higher Education Administrative Law
  - ELCF 5410 – Proposal Development for Government & Private Funding

- ELCF 5920 – Organization and Governance of Higher Education
- ELCF 5930 – Higher Education Administration and Evaluation
- ELCF 5985 – Leadership in Creating a Peaceful and Productive School Climate

- **Entrepreneurship**

Required

- FIN 5700 – Entrepreneurial Finance
- MGMT 5710 – Business Plan Development

Any one of the following

- FIN 5720 – Mergers & Acquisitions
- MGMT 5750 – Social Entrepreneurship
- FIN 5740 – Private Equity & Venture Capital

- **Finance**

Required

- FIN 5100 – Advanced Corporate Finance

Any two of the following

- FIN 5200 – Investments
- FIN 5250 – Financial Institutions
- FIN 5300 – International Finance

- **Healthcare Management & Administration**

Required

- PUBH 5127 – Management of Health Care Organizations
- NURS 5131 – Health Economics & Financial Management

Any one of the following

- PUBH 5114 – Principles of Health & Policy Management
- PUBH 5128 – Health Program Evaluation
- PUBH 5129 – Entrepreneurship in Health Delivery
- PUBH 5130 – Legal and Regulations Aspects of Public Health Practices
- PUBH 5135 – Healthcare Informatics

- **Human Resource Management**

Required

- MGMT 5100 – Human Resource Management

Any two of the following

- MGMT 5620 – Industrial Relations
- ELCF 5130 – Human Relations & Leadership

- ELCF 5380 – Collective Negotiations
- ELCF 5640 – Seminar in Organizational Dynamics

Information Systems Management

Required

- INSY 5480 – Ethics in IT

Any two of the following

- INSY 5290 – E-Commerce
- INSY 5300 – Systems Analysis & Design
- CPTR 5670 – Distributed Database Systems
- CPTR 5680 – Data Warehousing and Data Mining
- CPTR 5772 – Information Security Technology

- **International Business**

Required

- MKTG 5300 – International Marketing
- FIN 5300 – International Finance

Any one of the following

- Graduate Business Administration course approved by the College

- **Marketing**

Required

- MKTG 5230 – Marketing Research

Any two of the following

- MKTG 5250 – Advertising
- MKTG 5620 – New Product Development
- MKTG 5300 – International Marketing

- **Pharmaceutical Management & Administration**

Required

- PHAR 6120 – Introduction to Pharmacy and Health Care Systems

Any two of the following

- PHAR 6227 – Pharmacy Law and Ethics
- PHAR 6321 – Pharmacy Practice Management
- PHAR 6324 – Health Economics and Drug Treatment Outcomes
- PHAR 6506 – New Drug Product Development
- PHAR 6511 – Community Pharmacy Management
- PHAR 6516 – Management Info Systems and Health Care Professionals
- PHAR 6521 – Elements of Supervision
- PHAR 6549 – Community Pharmacy Ownership

- **Capstone Course**

Any one of the following

- MGMT 5510 – Management of Non-Profit Organizations
- MGMT 5700 – Entrepreneurial Management
- MGMT 5800 – Strategic Management

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. After being placed on probation, a student must maintain a minimum cumulative GPA of 3.0 in the program within the next two terms or will be dismissed from the program. Students who leave the MBA program for more than two semesters will be required to complete the requirements that are in effect at the time of their return to the program.

Readmission Policy

Students who have been dismissed from the MBA program for academic reasons may apply for readmission after a waiting period of one year. The then current application procedure will be required. Any student who drops/withdraws or leaves the MBA program for any reason and is readmitted will have to meet the requirements of the current MBA curriculum. Any consideration for readmission of the student is dependent upon space availability.

Petition and Grievance Policy

Complaints, grievances, and appeals relating to admissions, academic status, financial assistance, student conduct, and other topics are described at appropriate places in the CSU Graduate Catalog or student handbook. When such a dispute occurs, students are required to file their written petition or grievance within 60 days of the occurrence of the disputed issue. Petitions or grievances initiated after the 60-day deadline will not be considered.

The programs in the College of Business provide students with a written copy of student and instructor responsibilities, and procedures for enforcing them. Causes for complaints or grievances may include the following:

- Admission to the College of Business or professional course sequence.
- Course grade and/or evaluation of student performance in courses or other program-related activities.

Hearing Process

To initiate a formal grievance, the student must file a completed Academic Petition form with the college. The Academic Petition form is available on the University website and in the main office of the College of Business, located in BHS 435. Before a formal grievance can rise to the college level, it must have proceeded through the prior levels of deliberation indicated below:

1) Conference between instructor and student.
2) Conference between program chairperson and student.

Grievance Committee

The Dean will appoint a Grievance Committee to hear the complaint and provide a recommendation. The rights of parties at a hearing (student or instructor) shall apply in accordance with university policy, including the right to notice of hearing and decision reached. Following the hearing, the committee will present its recommendation to the Dean and communicate its recommendation to the department chair or

program director, to the instructor, and to the student. Recommendations from the Grievance Committee will be based on a simple majority. 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.

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College of Education

Dean: Dr. L. Flannigan [Interim]

Graduate Degrees

- Doctor of Education
- Master of Arts in Educational Leadership & Administration
- Master of Arts in Teaching
- Master of Science in Education

Doctor of Education

Educational Leadership

Master of Arts in Educational Leadership & Administration

- Educational Leadership and Administration (Principal Preparation)
- Educational Leadership: Higher Education Administration

Master of Arts in Teaching

- Early Childhood Education (Birth to Grade 3)
- Elementary Education (1-6)
- Physical Education (K-12)
- Secondary Education
    - Art (preK-12)
    - Music (preK-12)
    - Foreign Language: Spanish (Secondary 6-12)
    - English/LA (Secondary 6-12)
    - Mathematics (Secondary 6-12)
    - Physical Education (K-12)
    - Science: Biology (Secondary 6-12)
    - Science: Chemistry (Secondary 6-12)
    - Science: Physics (Secondary 6-12)
    - Social Science: History (Secondary 6-12)

Master of Science in Education

- Bilingual Education
- Curriculum and Instruction, Instructional Foundations
- Physical Education
- Special Education

Post Baccalaureate Only, Licensure Non-Degree

- Early Childhood Education (Birth to Grade 3)
- Elementary Education (1-6)
- Physical Education (K-12)

- Secondary Education
    - Art (preK-12)
    - Music (preK-12)
    - Foreign Language: Spanish (Secondary 6-12)
    - English/LA (Secondary 6-12)
    - Mathematics (Secondary 6-12)
    - Physical Education (K-12)
    - Science: Biology (Secondary 6-12)
    - Science: Chemistry (Secondary 6-12)
    - Science: Physics (Secondary 6-12)
    - Social Science: History (Secondary 6-12)
- Library and Information Science

Certificates, Endorsements, and Approvals

- Therapeutic Recreation
- Early Childhood Special Education Approval
- English as Second Language Learner Endorsement
- Middle Level Endorsement

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 provide quality programs aligned with the principles of social justice and equitable practices supported by wrap-around services that address the needs of students. Scholarly research, advocacy, partnerships, and innovation highlight the college's approach to teaching and learning.

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.

edTPA *

As of Sept. 1, 2015, all teacher candidates for licensure must pass the edTPA 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.

**Please review information regarding edTPA requirement changes during a public health emergency at ISBE.NET*

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.

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 educator license by entitlement.

Community Outreach and Field Placement Services Office (COFPS)

The Community Outreach and Field Placement Services (COFPS) is located in ED 322. The primary mission is to provide a high-quality field experience program for teacher education candidates. The COFPS office assists pre-service and student teacher candidates to identify diverse field experiences in urban, suburban, and rural settings. A record of each teacher candidate's field experience is maintained in the COFPS as required by the Illinois State Board of Education. In addition, the office provides a range of outreach services to support enrollment, retention, and graduation.

Additional information is located on the College website at *https://www.csu.edu/collegeofeducation/field_experience.htm*. You can also call 773/995-2570 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 are not legally eligible for employment and who have 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.

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 available by calling (773) 995-2492.

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 School. Information related to the application for admission is located at *http://www.csu.edu/GraduateAdmissions/*

Students who hold bachelor's degrees and who wish to apply for master's plus initial teacher licensure programs should apply for admission at *http://www.csu.edu/GraduateAdmissions/*

Enrollment in an initial teacher preparation program also 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 recommendations. Application forms are available through the Office of Licensure Services. Students may be eligible to receive credit through a Prior Learning Assessment Process. Please see your advisor for details regarding Prior Learning Assessment.

Application for Admission to the College of Education are due at the following intervals.

Admission Term	Deadline
Fall	July 15th
Spring	December 17th
Summer	May 15th

Admission Criteria

At the end of their first semester, graduate students must submit the following documents to the Licensure Office (Admission to COE is automatically granted with admission to the Graduate School):

- Personal Reference Form
- Cleared Background check - BIOMETRICS (CPS Process-CPS website)
- Article 21 Disclosure
- School Safety Module completion document
- Respond to request to open ISBE educator account

Licensed Teachers Seeking Subsequent Endorsements

Licensed teachers may qualify for a waiver of admission to the College if they provide a current State of Professional Educator License to the Office of Licensure Services. If the teacher registers for a course that has a field experience requirement, they may submit proof of employment in a school setting as evidence to satisfy the background check requirement.

Licensed teachers must present a current license to the Office of Licensure Services 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 Office at 773/995-2519 or visit ED 203 for assistance.

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) 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, elementary education, secondary education, pre-K-12 Education, K-12 Education, and library and information science.

Candidates must 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 including Content Area Examinations and EdTPA. Students who have completed a teacher preparation program in Illinois or outside of Illinois, 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 license, may enroll in courses to meet these deficiencies. 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.

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.
- application form signed by an advisor
- 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.
- signed mandated reporter document
- content exams must have been passed (currently under Gubernatorial order)
- 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.

- Students planning to student teach in the Fall must apply to student teach during the previous semester by the last day of March and attend the March Student Teaching meeting during the second week of March. (Fall 2022 Student Teaching = Application submitted by the last day of March 2022)
- Students planning to student teach in the Spring must apply to student teach during the previous semester by the last day of September and attend the September Student Teaching meeting during the second week of September. (Spring 2022 Student Teaching= Application submitted by the last day of November 2023)

Student Teaching Option for Full-time Substitutes

Full-time substitute teachers enrolled in a master's degree or non-degree initial licensure program 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 university supervisor.
- Request from school's principal for student teaching placement in current classroom and identification of a cooperating teacher.
- Recommendations from two teaching colleagues in the school.
- Professional development outside of coursework 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.
- 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.

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 773/995-2570.

Professional Code of Conduct and Dean's Expectations:

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 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:

Background Check Accurate Biometrics is the contracted vendor for State of Illinois and FBI fingerprint-based background checks.

1. Download and print the CPS Field Experience Background Check Form.
2. The charge for fingerprinting is $53.00 and can be paid by company check, money order, cashier's check, or MasterCard/Visa. No cash or personal checks are accepted. (This is a discounted rate that has been negotiated for CPS student candidates and differs from the rate listed on the Accurate Biometrics website).
3. You will be required to present a valid state-issued photo ID.
4. Bring all materials to any Accurate Biometrics location. Fingerprints are sent directly to the CPS Background Check Team to be reviewed.

PLEASE NOTE: Save your Accurate Biometrics receipt with your Transaction Control Number. Ten days after you register, you will receive an email asking you to upload your Accurate Biometrics receipt. Be sure to complete this step-in order to ensure your background check is processed in a timely manner.

College of Education Policies

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

College Level Student Grievance Policy and 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:

i. Identification of individual against who the grievance is directed.
ii. The date of the alleged violation.
iii. The specifics of how the grievant believes a policy or right was violated.
iv. A brief summary of the evidence supporting the allegations and a brief summary of the argument.
v. Information about attempts to resolve the grievance with the faculty or staff and information about the results of those attempts.
vi. 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.

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.

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 calendars 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.

Department of Advanced Studies in Education/DASE

Chairperson: Florah Luseno

Master of Science in Education in Curriculum and Instruction

Degree(s)/Licensure (s):

MSEd in Curriculum & Instruction in Instructional Foundations (CIIF

Graduate Faculty: Byung-In Seo, Deborah Lynch

Content Designations:

Curriculum & Instruction in Instructional Foundations (CIIF)

The Curriculum and Instruction in Instructional Foundations Program (CIIF):

leads to the Master of Science in Education degree in Curriculum and Instruction with an option in Instructional Foundations. This program option consists of the following three concentrations: Adult Education, Community Leadership, and Teacher Leadership. Depending upon the concentration chosen, the curriculum provides candidates with the background and skills necessary for employment as a curriculum specialist, educational consultant in adult education, community leader, and/or teacher leader. Completion of coursework related to these program options does not qualify candidates for licensure by entitlement or a recommendation for licensure.

Concentration Descriptions

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 candidate in order to design a meaningful and relevant educational experience.

The required course work in the adult education concentration is designed to provide candidates with the knowledge and skills needed 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.

Community Leadership:

The Community Leadership concentration is designed to provide candidates with the knowledge and skills required for meeting the growing need for leadership expertise in community agencies and non-profit organizations, both locally and abroad according to workplace projections and expected job growth.

Required coursework in the community leadership concentration is designed to enable candidates enrolled in this option to develop expertise in vital leadership, organizational management, and strategic planning skills needed in non-traditional educational settings.

Teacher Leadership:

The Teacher Leadership concentration prepares candidates 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.

Application Procedure

To apply for admission to this program, candidates should go to: *https://www.csu.edu/graduateschool/* and then follow the instructions provided on this homepage in submitting their application online. Official transcripts from all institutions previously attended, (except CSU), are required. Questions about the application process should be directed to the Office of Graduate and Professional Studies at Chicago State University, (773) 995-2404 or *grad-admissions@csu.edu*

Admission Requirements

In addition to meeting the university's general admission requirements, the applicant must:

1. Have an earned bachelor's degree from an accredited college or university.
2. Have a grade point average (GPA) of 3.0 (on a 4-point grading scale). A 2.75 GPA is needed for conditional admission.
3. Provide (in the online application system) a written and concise statement of purpose, describing his/her academic and research background, career goals, and reason for applying to this degree program. Please be specific in explaining how the course offerings and faculty expertise of this program fit your educational and career objectives; and
4. Provide two letters of recommendation, (which need to be uploaded directly by the referees into the online application system), from persons familiar with his/her educational background and work experience.

Additional Required Documents for International Applicants Only:

1. A course-by-course transcript evaluation from Education Credentials Evaluators (ECE) or World Educational Services (WES).
2. Proof of English Proficiency: TOEFL/IELTS Official Score Report or Waiver Application
3. International Student Packet: - Bank Statement; and Notarized Financial Statement Form and Certificate of Sponsorship.

Specific Requirements (30 credit hours)

Core Courses (15 credit hours):

ELCF 5010; ELCF 5320; ELCF 5410; ELCF 5640; & ELCF 5950.

Concentrations Courses (15 credit hours):

Adult Education: ED 5312; ELCF 5390; ELCF 5620; ELCF 5900; & ED 5960;

Community Leadership: ED 5312; TPS 5110; ELCF 5130; ELCF 5800; & ELCF 5900;

Teacher Leadership: ELCF 5150; ELCF 5720; ELCF 5726; ED 5960; & ELCF 5985;

Additional Requirements for Degree Completion:

- The candidate must successfully complete all required credit hours for the program.
- A GPA of 3.0 or better must be maintained in the program and is required for degree completion.
- All coursework for the degree, including transfer credits, must have been completed within the six years allowed for program completion.
- The candidate must successfully complete required practicum experience ((24 credit hr. prerequisite**)
- Professional Portfolio (required by the end of the practicum experience, which is completed during ELCF 5950. This portfolio must be uploaded into Live text for grading purposes.

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 of Arts in Educational Leadership and Administration

Graduate Faculty: Olanipekun Laosebikan, Athanase Gahungu, & Garrard McClendon,

Degree(s)/Endorsement(s):

MA in Educational Leadership and Administration

Content Designations:

The Educational Leadership and Administration program consists of two options:

1. Higher Education Administration (HEA); and
2. Principal Preparation (PRIN).

Higher Education Administration Program (HEA):

The Higher Education Administration Program, which leads to a Master of Arts Degree in Educational Leadership & Administration, is a 33-credit hour program designed to prepare individuals for entry and mid-level managerial or research positions offered at community, senior college, and university level. 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 the field of higher education administration.

Courses offered through this program provide practical hands-on experiences gained through internships at community colleges, and universities, and aid candidates in gaining the knowledge and skills needed for employment opportunities in this field of study. Our students are actively engaged in educational research that increase their job opportunities in this interesting and exciting field of study.

Motivating, challenging, and engaging topics in our coursework promote lifetime learning. These topics consist of leadership and administration, analyzing policies, ethics, higher education law, evaluation, and more.

Program Requirements

The program option requires 33 semester hours of coursework, which includes the practicum experiences.

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 Programs, Alumnus Associations and Services, Administration Assessment, Athletics and Coaching, Bursar and Student Accounts, Development and Fundraising, Distance Education Programs, Financial Aid, Human Resources, International Programs, Legal Affairs, Multicultural Affairs and Affirmative Action, Registrar, Residence Life and Housing, Program Director, Student Services Director and Curriculum Coordinator.

Application Procedure

To apply for admission to this program, candidates should go to: *https://www.csu.edu/graduateschool/* and then follow the instructions provided on this homepage in submitting their application online. Official transcripts from all institutions previously attended, (except CSU), are required. Questions about the application process should be directed to the Office of Graduate and Professional Studies at Chicago State University, (773) 995-2404 or *graduateprograms@csu.edu*

Admission Requirements

In addition to meeting the university's general admission requirements, the applicant must:

1. Have an earned bachelor's degree from an accredited college or university.
2. Have a grade point average (GPA) of 3.0 (on a 4-point grading scale). A 2.75 GPA is needed for conditional admission.
3. Provide (in the online application system) a written and concise statement of purpose, describing his/her academic and research background, career goals, and reason for applying to this degree
4. program. Please be specific in explaining how the course offerings and faculty expertise of this program fit your educational and career objectives; and
5. Provide two letters of recommendation, (which need to be uploaded directly by the referees into the online application system), from people familiar with his/her educational background and work experience.

Additional Required Documents for International Applicants Only:

1. A course-by-course transcript evaluation from Education Credentials Evaluators (ECE) or World Educational Services (WES).
2. Proof of English Proficiency: TOEFL/IELTS Official Score Report or Waiver Application
3. International Student Packet: - Bank Statement; and Notarized Financial Statement Form and Certificate of Sponsorship.

Courses Required (33 credit hours):

- 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)

Additional Requirements for Degree Completion:

- The candidate must successfully complete all required credit hours for the program.
- A GPA of 3.0 or better must be maintained in the program and is required for degree completion.
- All coursework for the degree, including transfer credits, must have been completed within the six years allowed for program completion.
- The candidate must successfully complete required internship experience (24 credit hour prerequisite**)
- Professional Portfolio (required by the end of the practicum experience, which is completed during ELCF 5790. This portfolio must be uploaded into *Live text* for grading purposes.

Principal Preparation Program (PRIN)

The Principal Preparation Program is designed to provide the background necessary for employment as an elementary or secondary school principal, or assistant principal in related or similar positions. There are two concentrations offered under this Program:

1. **MA in Educational Leadership and Administration with PreK- Age 22 Principal Licensure (PRIN):** Candidates who complete this 33-credit hour concentration qualify for the M.A. in Educational Leadership and Administration and the PreK– Age 22 Principal endorsement on an Illinois Professional Educator License.

2. **Principal Licensure Only (ELPP):** Candidates who complete this 30-credit hour post-master's Certificate of Advanced Study option qualify for a principal license (only) on a Professional Educator License. This endorsement requires the successful completion of the Training in Evaluation of Certified Personnel, and Content Area Tests for Principals (subtests 195 and 196).

Program Requirements:

For program completion, candidates for the PreK - Age 22 Principal Endorsement must:

1. Hold a master's degree or higher from a regionally accredited institution.
2. Document at least 4 total years of successful teaching or school support personnel experience.
3. Pass both Principal tests (195 and 196).

Application Procedures:

To apply for admission to this program, candidates should go to: *https://www.csu.edu/graduateschool/* and then follow the instructions provided on this homepage in submitting their application online. Official transcripts from all institutions previously attended, (except CSU), are required. Questions about the application process should be directed to the Office of Graduate and Professional Studies at Chicago State University, (773) 995-2404 or *grad-admissions@csu.edu*

Admission Requirements:

The principal preparation program is open to highly qualified educators with at least three years of teaching or school support personnel experience or equivalent out-of-state license. Candidates must have four years of experience at the completion of the program.

To be considered for admission into the program, the applicants must:

1. Have an earned bachelor's degree from an accredited college or university.
2. Have a grade point average (GPA) of 3.0 (on a 4-point grading scale). A 2.75 GPA is needed for conditional admission.
3. Provide (in the online application system) a resume.
4. Provide (in the online application system) a personal written and concise essay describing his/her academic and research background, career goals, and reason for applying to this degree program.
5. Provide two Letters of Recommendation from supervisors, (which need to be uploaded directly by the referees into the online application system).
6. Provide (in the online application system) employment verification on school letterhead. Applicants must have worked as teachers or school support personnel for three (3) years at the time of application. At program completion, candidates will be expected to have four (4) years required for Principal Endorsement.

Additional Required Documents for International Applicants Only:

1. A course-by-course transcript evaluation from Education Credentials Evaluators (ECE) or World Educational Services (WES).
2. Proof of English Proficiency: TOEFL/IELTS Official Score Report or Waiver Application
3. International Student Packet: - Bank Statement; and Notarized Financial Statement Form and Certificate of Sponsorship.

Specific Requirements (33-Credit Hours)

Courses Required (33 Credit Hours)

- ELCF 5150*: Leading and Implementing Research-Based Practices (4 credit hours/20 field)
- ELCF 5235*: Administration & Supervision of Exceptional and General Education Programs (4 credit hours/20 field)
- ELCF 5245*: Supervision & Assessment of Literacy and Numeracy (4 credit hours/20 field)
- ELCF 5335*: School Law for Exceptional & General Education (3 credit hours)
- ELCF 5348*: Principal Internship (6 credit hours)
- ELCF 5375*: Managing Fiscal Resources and Operations (3 credit hours)

- ED 5960: Fundamentals of Educational Research (3 credit hours)
- ELCF 5725*: Technology for Effective Teaching and Administrative Use (3 credit hours)
- ELCF 5985*: Leadership in Creating a Peaceful and Productive School Climate (3 credit hours)

**__Note__: Courses required for the Principal Preparation Endorsement.*

Program Completion Requirements:

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

- Four (4) years of teaching or school support personnel experience.
- The candidate must successfully complete all required credit hours for the program.
- A GPA of 3.0 or better must be maintained in the program and is required for degree completion.
- The candidate must complete a yearlong, intensive internship experience (ELCF 5348).

Additional requirements for completing the internship are:

- Certification as Certified Personnel Evaluator
- Passing Score Report for the Illinois Licensure Test for Principals (Subtests 195 and 196); and
- Three semesters of internship experience.
- 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 Live Text and approved by the assigned program facilitator.
- Each candidate must be evaluated on professional dispositions through Live Text.

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Doctor of Education in Educational Leadership

Degree(s)/Certification(s)

Ed.D. in Educational Leadership

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

Content Designations: EDDL

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.

This program has been designed to prepare leaders for service in a variety of organizational settings. Components of the degree program include: the cohort model (wherein all candidates in the cohort begin and complete their core courses at the same time); application of theory to practice; action research; 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 candidates 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.

Application Procedures

To apply for admission to this program, candidates should go to: *https://www.csu.edu/graduateschool/* and then follow the instructions provided on this homepage in submitting their application online. Official transcripts from all institutions previously attended, (except CSU), are required. Questions about the application process should be directed to the Office of Graduate and Professional Studies at Chicago State University, (773) 995-2404 or *grad-admissions@csu.edu*

Admission Requirements

To be eligible for admission to the doctoral program, applicants must hold a 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) in all graduate work, and who satisfy other specific program requirements including personal interviews, are generally recommended for Full admission. There is no conditional admission for Ed.D. program.

In addition to meeting the university's general admission requirements, the applicant must:

- Submit official transcripts of all undergraduate and graduate work.
- Have successfully taken and completed, (from an accredited institution), at least one 3-semester-hour graduate-level course (with a grade of B or better), in each of the following areas:
  - Educational Law.
  - Curriculum Development and Learning Theories.

  - Foundations of Finance; and
  - Organizational Dynamics or Administration.

- Submit three letters of recommendation, (which need to be uploaded directly by the referees into the online application system), from professors and/or administrators addressing the applicant's potential for success in a doctoral program.
- Submit (in the online application portal) a typed double-spaced goal statement, which describes the applicant's reasons for pursuing an advanced degree in educational leadership.

Additional Required Documents for International Applicants Only:

1. Refer to Admission of International Student in the General Section of the catalog.

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 the program 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, unless exceptions or adherence to higher expectations are noted in program documentation*.

Ed.D. Educational Requirements

The Ed.D. in Educational Leadership program requires 54 semester hours of coursework, which include 42 credit hours of core courses and a minimum of 12 credit 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.

Specific Course Requirements (54 credit hours)

- EDDL 6000 - Seminar in Doctoral Studies (3)
- EDDL 6001 - Research and Statistics I (3)
- EDDL 6002 - Curriculum and Instructional Theory (3)
- EDDL 6003 - Research and Statistics II (3)
- EDDL 6004 – Philosophical Foundations of Educational Leadership (3)
- EDDL 6005 - Public Policy and Politics of Education (3)
- EDDL 6006 – Introduction to Qualitative Research (3)
- EDDL 6007 – Advanced Qualitative Research (3)
- EDDL 6008 – Adult Learning and Distributed Leadership (3)
- EDDL 6009 - Educational Change and School Improvement (3)
- EDDL 6010 - Organizational Theory and Educational Leadership (3)
- EDDL 6011 - Program Evaluation and Student Assessment (3)
- EDDL 6012 – Critical Issues in Urban Educational Leadership (3)
- EDDL 6013 – Seminar in Research and Dissertation Development (3)
- EDDL 6990 – Dissertation (3) *

***NOTE**: Following admission to candidacy, a doctoral student must enroll for 1 to 6 dissertation hours every fall, spring, and summer 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*.

Master of Science in Education in Special Education

Degree(s)/Licensure

MSEd in Special Education

Graduate Faculty: Deborah Lynch, Rasha Elhage, Florah Luseno

Content Designations: SED

The Special Education program offers a Master of Science in Education degree in Special Education. Candidates interested in this program can apply for admission into one of the following two graduate programs or endorsement option:

1. **The Special Education Learning Behavioral Specialist – I Master's Degree Program for Initial Certification**: designed for candidates who are new to the teaching profession and do not possess a professional teaching license; or
2. **The Special Education Learning Behavioral Specialist – I Master's Degree Program for Certified Teachers**: designed for candidates who enter the program with valid teaching licensure, 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 the two program options specified in the preceding section qualifies candidates for the Illinois Learning Behavioral Specialist I (K-12) Professional Educator licensure, and a Master of Science in Education Degree.

3. **An Endorsement in Special Education Program Option:** is also available for candidates who are already licensed as general education teachers and are only interested in taking, (as graduate students at large), the courses required for adding the Special Education Learning Behavioral Specialist – I endorsement to their current/existing professional educator license.

The master's degree program in special education is accredited by the Council for Exceptional Children (CEC) and the Illinois State Board of Education.

Application Procedures

To apply for admission to this program, candidates should go to: *https://www.csu.edu/graduateschool/* and then follow the instructions provided on this homepage in submitting their application online. Official transcripts from all institutions previously attended, (except CSU), are required. Questions about the application process should be directed to the Office of Graduate and Professional Studies at Chicago State University, (773) 995-2404 or *grad-admissions@csu.edu*

Candidates who are interested in the Endorsement in Special Education Program Option only should contact the Department Directly at 773-995-2086 or the College of Education Teacher Certification Office at 773-995-2492.

Admission Requirements

Candidates interested in admission to the Special Education Learning Behavioral Specialist – I Master's Degree Program for Initial Certification or Certified Teachers respectively, are both required to:

1. Hold a bachelor's degree from an accredited college or university.
2. Have a 3.0 GPA (on a 4-point grading scale) for full admission to the program. A 2.75 GPA is needed for conditional admission.
3. Provide two letters of recommendation, (which need to be uploaded directly by the referees into the online application system), from school administrators, supervisors, or people familiar with his/her educational background and work experience.
4. Submit, (in the online application system), their resume and a one-page essay explaining why they are interested in the program and what they expect to learn
5. Have an Illinois professional educator license (*this only applies to candidates who are interested in admission to the program for certified teachers, or those who are only interested in adding the special education endorsement to their current teaching license*).
6. Be admitted to the School of Graduate and Professional Studies (*this only applies to candidates who are interested in admission to the program for initial certification or certified teachers)*
7. Be admitted to the College of Education *this only applies to candidates who are interested in admission to the program for initial certification, or those who are only interested in adding the special education endorsement to their current teaching license*).

Applicants who are interested in the special education initial certification program but do not have the required 3.0 GPA in the last 60 hours can qualify for a master's plus licensure 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 licensure program can be used towards eligibility. Applicants who do not qualify after taking 9 hours of course work will be counseled by the Office of Licensure Services to choose another teacher preparation program to pursue at the license-only level.

Additional Required Documents for International Applicants Only:

1. Refer to Admission of International Student in the General Section of the catalog.

General Requirements

1. Candidates 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.
2. Admission to the program is contingent upon good academic standing and acceptance by the department.
3. Admission into the College of Education and program is required prior to registration in any professional education courses.
4. 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.
5. Completion of 34 credit hours of special education coursework at the graduate level.

6. For candidates enrolled in the Initial Certification program, successful completion of student teaching experience (SED 5475) is required before program completion. Successful completion of all the required Illinois state licensure exams, professional education, and special education coursework and requirements is needed before student teaching.
7. Credit hours earned in SED 5475 (student teaching experience) will not be counted toward the degree.
8. Candidates enrolled in the Initial Certification program may also be required to complete additional professional education courses as needed (pending their transcript evaluation).
9. A minimum GPA of 3.0 must be maintained in special education with no grades below a C.
10. Proof of passing the LBS-I State Licensure exam (# 155), and the Special Education General Curriculum State Exam (#163) prior to taking. SED 5488 (Internship in Special Education).
11. Proof of passing EdTPA. Candidates who fail to pass this exam will receive an incomplete grade for their student teaching experience/SED 5475 until they pass this exam. EdTPA is only required by candidates enrolled in the Initial Certification Program.
12. Completion of a digital educational portfolio that must be uploaded into LiveText during SED 5488 (Internship in Special Education).
13. 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)

- 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 hrs.)
- SED 5477 Characteristics and Instructional Adaptations for Learners with Physical and Health Disabilities (3 hours/ field 15 hrs.)
- ED 5960 Fundamentals of Educational Research (3 hours)
- SED 5313 Strategies for Teaching Literacy to Learners with Special Needs (3 hours)
- 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 for Learners with Special Needs (3 hours)
- SED 5487 Assessment, Measurement, and Evaluation of Learners with Special Needs (3 hours)
- SED 5488 Internship in Special Education (3 hours/field 70 hrs.)
- SED 5494 Special Education Law, Collaborative, and Professional Conduct (3 hours)

Student Teaching Course (6 hrs.):

- SED 5475* Student Teaching Experience (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 license may also be required to take and complete the following prerequisite and professional education courses (pending their transcript evaluation):

Prerequisites (6 credit hours):

- PSYC 2040 – Psychology of childhood & Adolescence (3)
- PSYC 5300 – Advanced Educational Psychology (3)

Professional Education (22 credit Hours/Field 40 Hours)

- ED 5312 (3) Education Computing/Presentations
- SED 5301 (3f15) Characteristics of Exceptional Children
- BIL/ESL 5005* (3) Teaching English Language Learners
- ELED 5110* (3f10) Teaching Math in Elementary School
- ELED 5111* (3f10) Teaching Science in Elementary School
- ELED 5112* (3f10) Teaching Social Studies in Elementary School
- READ 5114*(4f10) Teaching Read/LA in Elementary School

__Note__*: Admission to the College of Education and master's degree program in special education is required prior to registration in any professional education courses other than ED 5312; and SED 5301. Candidates must have a 3.0 GPA for full admission.*

Furthermore, Illinois teaching licensure requires graduate students in the master's degree program for initial certification to complete student teaching in special education, unless they already hold an Illinois professional educator license and have teaching experience.

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Department of Education Studies

Chairperson: Nancy Grim (Interim)

Master of Science in Bilingual Education

Degree(s)/Licensure(s)

Master of Science in Bilingual Elementary Education + State of Illinois Professional Educators Licensure (PEL)

Post Baccalaureate Bilingual Elementary Education (Licensure Non-Degree)

Graduate Faculty: Michael Wannah, Jacquelyn Benchik-Osborne

MSED Bilingual Elementary Education Program Description

Completion of the Bilingual Elementary Education program qualifies students for the Illinois Professional Educator Licensure (PEL) in Elementary Education (Grades 1-6) with the ESL and/or Bilingual Endorsement. Licensure requires the successful completion of the Illinois Licensure Testing System content area test in Elementary Education. Candidates for licensure must also successfully complete the Teacher Performance Assessment (edTPA) professional portfolio by the National Board for Professional Teachers. (Please see the ISBE.NET website for additional details regarding edTPA requirements during a national health crisis.)

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 licensure at Chicago State University regardless of when they were admitted to the University.
- Admission to the degree program is contingent upon good academic standing and acceptance by the department.
- Formal admission to the College of Education as a degree-seeking student in a pre-professional program is based on current COE requirements.
- Graduation requirements include a minimum of 33 credit hours of the student's course work completed at the 5000-level; including courses identified to meet content area designation requirements, as approved by the program in consultation with the department for the specified content area designation.
- No more than two grades of C may be applied toward the degree.
- A full academic schedule of courses for graduate students is nine semester credit hours (6 hrs. during summer). Exceptions to this policy may be made only with the approval of the department.
- Candidates must abide by all College policies stated in this catalog, unless exceptions are processed through established department, college, and university procedures, documented in writing.
- Completion of all master's degree requirements, including the Candidate Work Sample Capstone Project, must be completed within six years.

Admission Requirements

- Provide two transcript(s) as evidence of a baccalaureate degree from an accredited college or university, and that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0.
- Credit towards required courses in the program will only be awarded for grades of C or higher.
- Submit proof that undergraduate coursework meets a minimum grade of C threshold in the following general education requirements:
    - Three credit hours in each of composition II, speech, college-level mathematics, Art Appreciation, Music Appreciation, Political Science, U.S. History, Geography, biological science, physical science, earth/space science (at least one science course must include a laboratory). General Education course requirements for licensure are subject to change by the Illinois State Board of Education (ISBE). Contact the Office of Teacher Licensure for more information at https://www.csu.edu/collegeofeducation/licensure.htm.
    - One course which incorporates multicultural or global perspectives

Program Completion and Graduation Requirements

- General program completion and graduation requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses in professional education and the designated content area, as well as completion of the following addition licensure requirements:
    - Pre-clinical and clinical fieldwork forms documenting 100 clock hours are submitted to the Office of Field Placement. A summer practicum can be completed to make up missing field hours.
    - Field Practicum and Student Teaching Clinical Experiences successfully completed.
    - All College of Education and Program Assessments submitted in the LiveText by Watermark courseware domain, including the Candidate Work Sample (edTPA) Capstone Project and Professional Portfolio.
- Illinois State Board of Education licensure examination / assessments, including the Content Area Test for the discipline. Proof of passing must be submitted to the academic program by announced due dates PRIOR to permission given to register for the final Student Teaching clinical experience course.
    - Spring Semester Student Teaching – October 15th in the prior Fall Semester as part of the Application for Student Teaching Process.
    - Fall Semester Student Teaching – March 15th * in the prior Spring Semester as part of the Application for Student Teaching Process
      * Extensions to June 30th can be granted with program approval.
    - All requirements are met for state licensure as mandated by the Illinois State Board of Education, in consultation with the Office of Teacher Licensure.

Master's Degree in Bilingual Elementary Education with Initial Licensure

The number of credits varies depending on the option:

- Bilingual Elementary Education Option: 60 credits
- English as a Second Language (ESL) Option: 57 credits

Bilingual Elementary Education Option (60 credit hours)

Professional Core Courses/ 39 credit hours: PSYC 2020 or 5300; PE 2040; ED 5000 & 5960*; READ 5160; S ED 5301; S ED 5303*; and ELED 5110*, 5113*, 5111*, 5112*, 5115*, & 5116*

Bilingual & ESL Endorsement Courses/ 21 credit hours: ESL 5000, 5100, 5110, 5120, 5130 & 5270* and BIL 5280

English as Second Language (ESL) Option (57 credit hours)

Professional Core Courses/ 39 credit hours: PSYC 2020 or 5300; PE 2040; ED 5000 & 5960*; READ 5160; S ED 5301; S ED 5303*; and ELED 5110*, 5113*, 5111*, 5112*, 5115*, & 5116*

ESL Endorsement Courses/ 18 credit hours: ESL 5000, 5100, 5110, 5120, 5130 & 5270*

* Restricted to students admitted to the College of Education.

(Only required graduate level professional education courses will be applied towards master's degree electives.)

Endorsements in Bilingual and ESL

The number of credits varies depending on the endorsement:

Bilingual & ESL Endorsements 21 credits

ESL Endorsement 18 credits

Bilingual & ESL Endorsement courses/ 21 credit hours: ESL 5000, 5100, 5110, 5120, 5130 & 5270* and BIL 5280

ESL Endorsement courses/ 18 credit hours: ESL 5000, 5100, 5110, 5120, 5130 & 5270*

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Master of Arts in Teaching Early Childhood Education

Graduate Faculty: Inna Dolzhenko, Patricia Steinhaus

Degrees leading to Licensure with Early Childhood Endorsement

Mission and Purpose of the Department

The mission of the department of Early Childhood and Bilingual Education Department (ECBE) is aligned with that of the college. As professionals we are committed to: (1) serve in educational organizations and related public and private agencies and institutions; (2) engage in research and development activities; and (3) provide service to the community, university, and professional groups. In addition, we have included social/emotional, infant mental and health and policy/advocacy within our course content. These ideas are embedded in our mission and vision.

The Early Childhood-Primary Program meets the Illinois State Board of Education (ISBE) Early Childhood Education Program Standards and the Illinois Teaching Standards.

Degree Options

The Early Childhood-Primary Program offers two types of graduate programs:

- Master of Arts in Teaching degrees which lead to a Professional Educator License with an Endorsement in Early Childhood, Subsequent Licensure Endorsement in Early Childhood, or Professional Educator License with an Endorsement in Early Childhood through post-baccalaureate credential.
- Master of Science in Curriculum and Instruction in Early Childhood which are designed for graduate students seeking more in-depth study in Early Childhood, specialization in a specific area of the Early Childhood discipline, or the addition of endorsement to a Professional Educator License with an Endorsement in Early Childhood.

Master of Arts in Teaching Early Childhood Education [60 Credit Hours]

The department offers two options for a Master of Arts in Teaching Degree in Early Childhood Education.

Option One provides individuals who have earned a bachelor's degree in another discipline the opportunity to earn a master's degree and an Illinois Professional Educator License with early childhood endorsement. Initial licensure requires successful completion of the Illinois Early Childhood Content Area Test, and an edTPA portfolio.

Option Two provides individuals who have acquired an Illinois Professional Teaching License with an endorsement in an area to earn a subsequent endorsement and a master's degree in ISBE Early Childhood Education. Those seeking a subsequent endorsement in Early Childhood must pass the Early Childhood Content Area Test but are ***not*** required to complete an edTPA portfolio in an early childhood classroom.

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 licensure at Chicago State University regardless of when they were admitted to the University.
- Admission to the degree program is contingent upon good academic standing and acceptance by the department.

- Formal admission to the College of Education as a degree-seeking student in a pre-professional program is based on current COE requirements.
- Graduation requirements include a minimum of 33 credit hours of the student's course work completed at the 5000-level; including courses identified to meet content area designation requirements, as approved by the program in consultation with the department for the specified content area designation.
- No more than two grades of C may be applied toward the degree.
- A full academic schedule of courses for graduate students is nine semester credit hours (6 hrs. during summer). Exceptions to this policy may be made only with the approval of the department.
- Candidates must abide by all College policies stated in this catalog, unless exceptions are processed through established department, college and university procedures, documented in writing.
- Completion of all master's degree requirements, including the Candidate Work Sample Capstone Project, must be completed within six years.

Degrees/Programs Earning Licensure

The Master of Arts in Teaching in Early Childhood

Education Option One: Initial Licensure

Admission Requirements

- Provide <u>two</u> transcript(s) as evidence of a baccalaureate degree from an accredited college or university, and that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0.
- Credit towards required courses in the program will only be awarded for grades of C or higher.
- Submit proof that undergraduate coursework meets a minimum grade of C threshold in the following general education requirements:
    - Three credit hours in each of composition II, speech, college-level mathematics, Art Appreciation, Music Appreciation, Political Science, U.S. History, Geography, biological science, physical science, earth/space science (at least one science course must include a laboratory). General Education course requirements for licensure are subject to change by the Illinois State Board of Education (ISBE). Contact the Office of Teacher Licensure for more information at https://www.csu.edu/collegeofeducation/licensure.htm.
    - One course which incorporates multicultural or global perspectives.

Program Completion and Graduation Requirements

- General program completion and graduation requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses in professional education and the designated content area, as well as completion of the following addition licensure requirements:
    - Pre-clinical and clinical fieldwork forms documenting <u>100</u> clock hours are submitted to the Office of Field Placement. A summer practicum can be completed to make up missing field hours.
    - Field Practicum and Student Teaching Clinical Experiences successfully completed.

- All College of Education and Program Assessments submitted in the LiveText by Watermark courseware domain, including the Candidate Work Sample (edTPA) Capstone Project and Professional Portfolio.

- Illinois State Board of Education licensure examination / assessments, including the Content Area Test in the discipline. Proof of passing must be submitted to the academic program by announced due dates PRIOR to permission given to register for the final Student Teaching clinical experience course.
    - Spring Semester Student Teaching – October 15th in the prior Fall Semester as part of the Application for Student Teaching Process
    - Fall Semester Student Teaching – March 15th * in the prior Spring Semester as part of the Application for Student Teaching Process
      * Extensions to June 30th can be granted with program approval.
    - All requirements are met for state licensure as mandated by the Illinois State Board of Education, in consultation with the Office of Teacher Licensure.

Required Courses [60 credit hours]

Required Education Courses (9 credit hours): ED 5312, S ED 5301, ESL 5120*,

Additional required courses in Early Childhood Courses: ECH 5440, ECH 5450, ECH 5970 and ECH 5971.

Students are required to take a minimum of 34 credit hours at the graduate level in Early Childhood Education.

* Licensure in Early Childhood Education can be obtained before completing ECH 5970 or ED 5690.

<u>The Master of Arts in Teaching with Early Childhood Endorsement</u>

Option Two: Subsequent Endorsement/Certificate Option (43 credit hours)

Admissions Requirements

- Illinois Professional Educator License
- Three months of teaching experience as a licensed teacher.
- Provide <u>two</u> transcript(s) as evidence of a baccalaureate degree from an accredited college or university, and that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0.
- Credit towards required courses in the program will only be awarded for grades of C or higher.

Prerequisites: S ED 4301/5301, S ED 4303/5303 or ECSE 4417/5417; ED 4312/5312, ESL 4120/5120

Program Completion Requirements for Subsequent Licensure

- General program completion and graduation requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses, and completion of the following addition licensure requirements:
    - All College of Education and Program Assessments submitted in the LiveText by Watermark courseware domain, including the Candidate Work Sample (edTPA) Capstone Project and Professional Portfolio.

- Illinois State Board of Education licensure examination / assessments, including the Content Area Test in the discipline. Proof of passing must be submitted to the academic program by announced due dates PRIOR to permission given to register for the final Student Teaching clinical experience course.
    - Spring Semester Student Teaching – October 15th in the prior Fall Semester as part of the Application for Student Teaching Process
    - Fall Semester Student Teaching – March 15th * in the prior Spring Semester as part of the Application for Student Teaching Process
      * Extensions to June 30th can be granted with program approval.
    - All requirements are met for state licensure as mandated by the Illinois State Board of Education, in consultation with the Office of Teacher Licensure.

Post-Baccalaureate Licensure with Early Childhood Endorsement

The post-baccalaureate licensure program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn an Initial Illinois Professional Educator License with an Early Childhood endorsement. A passing score on Illinois Early Childhood Content Area Test must be submitted to the department office and to the Field Placement Office before they will be allowed to student teach. In addition, all candidates complete, submit, and receive a passing score on an edTPA portfolio and submit it in LiveText before completing student teaching.

Admission Requirements

- Provide transcript(s) as evidence of a baccalaureate degree from an accredited college or university.
- Provide evidence that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 2.75.
- Credit towards required courses in the program will only be awarded for grades of C or higher.

General Education Prerequisites:

General education courses may be completed with the Undergraduate degree the candidate has completed and may be transferred to meet program requirements*. Students are required to take any General education courses required for licensure which were not completed as a part of the student's undergraduate program.

General Education Courses (39 hours):

ENG 1270 and 1280	Composition I and II
CMAT 1130	Oral Communication
MUS 1134	Music Appreciation
ART 1100	Art Appreciation
BIOL 1510	Concepts of Biology
PHS 1100	Physical Science I

PHS 1140 or 1150	Survey II/Earth Science | Astronomy
HIST 1310	US History Since 1877
POL 1010	American National Government
GEOG 1100	Global Diversity
MATH 1010 and 1020	Math for ELED Teachers 1 and II

A grade of C or better will count towards completion of requirements. Minimum General Education GPA of 2.5 is required for program completion.

Required Courses for the Early Childhood MAT + Initial Licensure

Please note: A minimum of 33 credit hours must be completed at the 5000-level.

Professional Education (11 semester hours)

ED 4312/5312, S ED 4301/5301, S ED 4303/5303 or ECSE 5417, ESL 4210/5120, or their equivalents at the graduate or undergraduate level.

Early Childhood Education (25 semester hours) + required field hours

ECH 5401, 5402, 5403, 5404, 5405, 5406, 5408, 5410, 5411, or their equivalents at the graduate or undergraduate level.

Post-Baccalaureate Licensure:

Earning licensure through the post-Baccalaureate route requires successful completion of all pre- requisites listed above and all 21 credit hours of required course work listed below. The following courses are required to earn an Illinois Professional Teaching License with Early Childhood Endorsement through the Post-Baccalaureate route. The courses require admission to the College of Education.

Required Courses for Post-Baccalaureate Licensure Certificate (21 hours):

ECH 5412	Methods of Teaching Fine Arts, Pre-K – Grade 2
ECH 5413	Methods of Teaching Social Studies, Pre-K – Grade 2
ECH 5414	Methods of Teaching Science, Pre k-K – Grade 2
ECH 5415	Methods of Teaching Math, Pre-K – Grade 2
ECH 5416	Methods of Teaching Reading and Language Arts Pre-K – Grade 2
ECH 5445	Field Practicum, Pre-K – Grade 2
ECH 5450	Student Teaching, Pre-K – Grade 2

Program Completion Requirements

- General program completion requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses in professional education and the designated content area, as well as completion of the following addition licensure requirements:

  - Pre-clinical and clinical fieldwork forms documenting 100 clock hours are submitted to the Office of Field Placement. A summer practicum can be completed to make up missing field hours.
  - Field Practicum and Student Teaching Clinical Experiences successfully completed.
  - All College of Education and Program Assessments submitted in the LiveText by Watermark courseware domain, including the Candidate Work Sample (edTPA) Capstone Project and Professional Portfolio.
- Illinois State Board of Education licensure examination / assessments, including the Content Area Test in the discipline. Proof of passing must be submitted to the academic program by announced due dates PRIOR to permission given to register for the final Student Teaching clinical experience course.
  - Spring Semester Student Teaching – October 15th in the prior Fall Semester as part of the Application for Student Teaching Process
  - Fall Semester Student Teaching – March 15th * in the prior Spring Semester as part of the Application for Student Teaching Process
    * Extensions to June 30th can be granted with program approval.
  - All requirements are met for state licensure as mandated by the Illinois State Board of Education, in consultation with the Office of Teacher Licensure.

Transfer Credits

Any required general education courses with a grade of C or above may be transferred from another institution. Any professional courses transferred from another institution requires a grade of B or above. Credit for ECH 5412, 5413, 5414, 5415, 5416, 5445, 5450 cannot be transferred into the program.

Master of Science in Curriculum and Instruction / Early Childhood

The Master of Science in Curriculum and Instruction/Early Childhood program offers several options designed specifically to prepare early childhood professionals for the diversity of the early childhood workforce.

Degree options designed for educators who wish to further their education and build on their professional knowledge and skills, but are **not seeking initial, subsequent grade-level or other endorsements, or approvals**:

- Experienced early childhood teachers who wish to enhance their knowledge and skills.
- Professionals with degrees in other disciplines who are changing careers.
- Professionals who wish to develop specialized knowledge in a specific area of early childhood, but not an “endorsement” as defined by the Illinois State Board of Education.

Admission Requirements

Applicants applying to the Master of Science in Curriculum and Instruction with an Early Childhood Education program which does not lead to additional endorsements or approvals to a PEL must:

- Provide official transcript(s) as evidence of a liberal arts baccalaureate degree from a regionally accredited college or university.

- Provide evidence that the final 60 credit hours of undergraduate and/or graduate courses include minimum of 18 credit hours of coursework in an approved undergraduate major or concentration
- Transcripts should demonstrate a degree minimum GPA of 3.0, with a minimum GPA of 3.25 in their approved undergraduate major or concentration.
- Submit a written statement explaining the applicant's professional goals.
- Acceptance by the department faculty

Degree options designed **for licensed teachers who have already earned a PEL with ECH Endorsement and are seeking additional endorsements or approvals**.

Admissions Requirements

Applicants applying to the Master of Science in Curriculum and Instruction with an Early Childhood Education program leads to additional endorsements or approvals to a PEL must submit:

- Illinois Professional Educator License with an Early Childhood endorsement.
- Provide official transcript(s) as evidence of a liberal arts baccalaureate degree from a regionally accredited college or university.
- Provide evidence that the final 60 credit hours of undergraduate and/or graduate courses include minimum of 18 credit hours of coursework in an approved undergraduate major or concentration
- Transcripts should demonstrate a degree minimum GPA of 3.0, with a minimum GPA of in their approved undergraduate major or concentration.
- Submit written recommendations from two school administrators and/or supervisors familiar with the applicant's work.
- Submit a written statement explaining the applicant's professional goals.
- Acceptance by the department faculty

Degree Options

Option 1: Early Childhood Professional Enhancement (33 credit hours)

NOTE: This degree does not result in teacher licensure.

- Required Core Courses: ECH 5970/ECH 5971 Additional 15 credit hours in early childhood courses will be identified in consultation with the professional academic advisor.
- Required graduate-level professional courses, 15 credit hours chosen in collaboration with the academic advisor.

Option 2: Advanced Early Childhood Degree for Non-ECH Majors (45credit hours)

NOTE: This degree does not result in teacher licensure.

- Required Courses (12 hours) (student NOTE: MUST present evidence of completion of the following courses by the end of the first year of their program: ECH 5401, 5402, 5403, 5404.)
- Required Core Courses (18 credit hours): ECH 5970/ECH 5971 Additional courses identified in consultation with the professional academic advisor.
- Required Professional Early Childhood Courses (18 credit hours): ECH 5405, ECH 5406, ECH 5408, ECH 5410, ECH 5419.)

- Required Core Courses (18 credit hours): ECH 5601, ECH 5602, and or ECH 5603 (2 of the three courses), ECH 5604, ECH 5605, ECH 5970/ECH 5971, ECEE 5462 Internship (to be completed in the role of a reading teacher).
- Required Reading Endorsement Courses: READ 5280, READ 5240, READ 5160, READ 5170, READ 5180, LIB 5240.
- Required Early Childhood Course, ECH 5607 and ECH 5609.

Master of Arts in Teaching in Elementary Education

Graduate Faculty: Jacquelyn Benchik-Osborne, Nancy Grim, Michael Wannah, Michael Williams, Chyrese Wolf

Mission

The mission of the Elementary 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.

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.

Values We value:

- the dignity and unique talents of all children.
- personal, professional, and academic integrity.
- a global perspective; and a commitment to service.

Degree(s)/Licensure(s)

MAT in Elementary Education and

State of Illinois Licensure (Grades 1-6)

Content Designation for Elementary Education (ELED)

Completion of the Elementary Education programs qualify students for an Initial Illinois Educator License endorsed in Elementary Education (1-6) Licensure Elementary (1-6) Content Exam, and the edTPA portfolio. The Elementary Education Programs meet Illinois State Board of Education standards in elementary education.

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.

General Requirements for MAT in Elementary Education with Licensure

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to licensure at Chicago State University regardless of when they were admitted to the University.

- Admission to the degree program is contingent upon good academic standing and acceptance by the department.
- Formal admission to the College of Education as a degree-seeking student in a pre-professional program is based on current COE requirements.
- Graduation requirements include a minimum of 33 credit hours of the student's course work completed at the 5000-level; including courses identified to meet content area designation requirements, as approved by the program in consultation with the department for the specified content area designation.
- No more than two grades of C may be applied toward the degree.
- A full academic schedule of courses for graduate students is nine semester credit hours (6 hrs. during summer). Exceptions to this policy may be made only with the approval of the department.
- Candidates must abide by all College policies stated in this catalog, unless exceptions are processed through established department, college, and university procedures, documented in writing.
- Completion of all master's degree requirements, including the Candidate Work Sample Capstone Project, must be completed within six years.

Admission Requirements

- Provide <u>two</u> transcript(s) as evidence of a baccalaureate degree from an accredited college or university, and that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0.
- Credit towards required courses in the program will only be awarded for grades of C or higher.
- Submit proof that undergraduate coursework meets a minimum grade of C threshold in the following general education requirements:
    - Three credit hours in each of composition II, speech, college-level mathematics, Art Appreciation, Music Appreciation, Political Science, U.S. History, Geography, biological science, physical science, earth/space science (at least one science course must include a laboratory). General Education course requirements for licensure are subject to change by the Illinois State Board of Education (ISBE). Contact the Office of Teacher Licensure for more information at https://www.csu.edu/collegeofeducation/licensure.htm.
    - One course which incorporates multicultural or global perspectives.

Program Completion and Graduation Requirements

- General program completion and graduation requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses in professional education and the designated content area, as well as completion of the following addition licensure requirements:
    - Pre-clinical and clinical fieldwork forms documenting <u>100</u> clock hours are submitted to the Office of Field Placement. A summer practicum can be completed to make up missing field hours.
    - Field Practicum and Student Teaching Clinical Experiences successfully completed.
    - All College of Education and Program Assessments submitted in the LiveText by Watermark courseware domain, including the Candidate Work Sample (edTPA) Capstone Project and Professional Portfolio.

- Illinois State Board of Education licensure examination / assessments, including the Content Area Test in the discipline. Proof of passing must be submitted to the academic program by announced due dates PRIOR to permission given to register for the final Student Teaching clinical experience course.
    - Spring Semester Student Teaching – October 15th in the prior Fall Semester as part of the Application for Student Teaching Process
    - Fall Semester Student Teaching – March 15th * in the prior Spring Semester as part of the Application for Student Teaching Process
      * Extensions to June 30th can be granted with program approval.
    - All requirements are met for state licensure as mandated by the Illinois State Board of Education, in consultation with the Office of Teacher Licensure.

General Requirements

Students must complete the following:

- General Education - 48 credit hour
- Professional Education - 54 credit hours

Professional Education (58 credit hours)
Please note: A minimum of 33 credit hours must be completed at the 5000-level.

ED 4312/5312, READ 3700, PSYC 2020/5300, S ED 4301/5301, PE 2040, ED 5100, READ 5160, ELED 5110*, ELED 5111*, ELED 5112*, ELED 5113*, READ 5114*, ED 5960*;
S ED 5303*, ESL 5120*, ELED 5115*, ELED 5116*.

All required courses must be passed with at least a grade of C. Minimum G.P.A. of 3.0 required in Professional Education course work.

* Restricted to students admitted to the College of Education.

Additional Professional Education Courses Leading to Endorsements (Optional)

Candidates are encouraged to consider optional coursework, as appropriate, to have additional endorsement credits attached to your initial professional educator license (PEL) at the point of program completion. Options include Middle Level Education and a whole range of PreK-12 concentrations / content area designations. Consult with the Office of Teacher Licensure and your program advisor for more information.

<u>Post-Baccalaureate Program for Licensure in Elementary Education</u>

This post-baccalaureate licensure program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn Illinois teacher licensure for 1-6 elementary education. Program completers qualify for an initial Illinois License in elementary education 1-6.

General Requirements for the Post-Baccalaureate Program in Elementary Education with Licensure

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to licensure at Chicago State University regardless of when they were admitted to the University.
- Admission to the degree program is contingent upon good academic standing and acceptance by the department.
- Formal admission to the College of Education as a degree-seeking student in a pre-professional program is based on current COE requirements.
- Program completion requirements include a minimum of 33 credit hours of the student's course work completed at the 5000-level; including courses identified to meet content area designation requirements, as approved by the program in consultation with the department for the specified content area designation.
- No more than two grades of C may be applied toward the degree.
- A full academic schedule of courses for graduate students is nine semester credit hours (6 hrs. during summer). Exceptions to this policy may be made only with the approval of the department.
- Candidates must abide by all College policies stated in this catalog, unless exceptions are processed through established department, college, and university procedures, documented in writing.
- Completion of all program completion requirements, including the Candidate Work Sample Capstone Project, must be completed within six years.

Admission Requirements

- Provide <u>two</u> transcript(s) as evidence of a baccalaureate degree from an accredited college or university, and that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0.
- Credit towards required courses in the program will only be awarded for grades of C or higher.
- Submit proof that undergraduate coursework meets a minimum grade of C threshold in the following general education requirements:
    - Three credit hours in each of composition II, speech, college-level mathematics, Art Appreciation, Music Appreciation, Political Science, U.S. History, Geography, biological science, physical science, earth/space science (at least one science course must include a laboratory). General Education course requirements for licensure are subject to change by the Illinois State Board of Education (ISBE). Contact the Office of Teacher Licensure for more information at https://www.csu.edu/collegeofeducation/licensure.htm.
    - One course which incorporates multicultural or global perspectives.

Program Completion Requirements

- General program completion requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses in professional education and the designated content area, as well as completion of the following addition licensure requirements:
    - Pre-clinical and clinical fieldwork forms documenting <u>100</u> clock hours are submitted to the Office of Field Placement. A summer practicum can be completed to make up missing field hours.
    - Field Practicum and Student Teaching Clinical Experiences successfully completed.

  - All College of Education and Program Assessments submitted in the LiveText by Watermark courseware domain, including the Candidate Work Sample (edTPA) Capstone Project and Professional Portfolio.
- Illinois State Board of Education licensure examination / assessments, including the Content Area Test in the discipline. Proof of passing must be submitted to the academic program by announced due dates PRIOR to permission given to register for the final Student Teaching clinical experience course.
  - Spring Semester Student Teaching – October 15th in the prior Fall Semester as part of the Application for Student Teaching Process.
  - Fall Semester Student Teaching – March 15th * in the prior Spring Semester as part of the Application for Student Teaching Process.
    * Extensions to June 30th can be granted with program approval.
  - All requirements are met for state licensure as mandated by the Illinois State Board of Education, in consultation with the Office of Teacher Licensure.

General Education Prerequisites:

General education courses may be completed with the Undergraduate degree the candidate has completed and may be transferred to meet program requirements. Students are required to take any General education courses required for licensure which were not completed as a part of the student's undergraduate program.

General Education Courses (39 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 1100	Physical Science I
PHS 1140 or 1150	Survey II/Earth Science | Astronomy
HIST 1310	US History Since 1877
POL 1010	American National Government
GEOG 1100	Global Diversity
PSYC 1010	Intro to Psychology
PSYC 2040	Child Psychology
MATH 1010 and 1020	Math for ELED Teachers 1 and II

A grade of C or better will count towards completion of requirements. Minimum General Education GPA of 2.5 is required for program completion.

Concentration (12 semester hours)

There are three options available as noted below:

- English as Second Language (12 credits)
  [Please note: you need 15 credits to be awarded the ESL Endorsement along with your Initial Professional Educator License (PEL)]

  Choose from the following:

ESL 4000/5000 (3)	History, Philosophy, and Equity of English as a Second Language
ESL 4100/5100 (3)	Assessment and Evaluation in English as a Second Language
ESL 4110/5110 (3)	Language and Linguistics
ESL 4120/5120 (3)	Teaching English as a Second Language** [**already embedded in program]
ESL 4130/5130 (3)	Cross Cultural Studies
ESL 4270/5270* (3)	Methods and Materials for Teaching English as a Second Language

- Bilingual Education (12 credits)
  [Please note: you need 18 credits to be awarded the BIL Endorsement along with your Initial Professional Educator License (PEL)]

  Choose from the following:

ESL 4000/5000 (3)	History, Philosophy, and Equity of English as a Second Language
ESL 4100/5100 (3)	Assessment and Evaluation in English as a Second Language
ESL 4110/5110 (3)	Language and Linguistics
ESL 4120/5120 (3)	Teaching English as a Second Language** [**already embedded in program]
ESL 4130/5130 (3)	Cross Cultural Studies
ESL 4270/5270* (3)	Methods and Materials for Teaching English as a Second Language
BIL 4280/5280* (3)	Methods and Materials for Teaching Bilingual Education

- PreK-12 Education Options (12 credits)
  Courses are chosen with approval from the program for any of these domain / concentration areas: Mathematics, Science, Social Studies, English/Language Arts, Creative Arts, Psychology, Technology and other approved areas in consultation with the Office of Teacher Licensure.

Professional Education (60 semester hours; fieldwork 240 hours; minimum 3.0 GPA)

ED 1500; ED 1520; ED 4312/5312; ED 2000/5000; PSYC 2020/5300; ELED 3010; READ 3700; SPED 4301/ 5301; PE 2040; READ 4114/5114*; ED 4100/5100*; ELED 4111/5111*; ELED 4112/5112*; ELED 4110/5110*;

ELED 4113/5113*; SED 4303/5303*; READ 4160/5160*; ESL 4120/5120*; ELED 4115/5115*; ELED 4116/5116*.

* Restricted to students admitted to the College of Education.

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

Subsequent Licensure Option – Focus Program Admission

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 licensure at Chicago State University regardless of when they were admitted to the University.
- Admission to the degree program is contingent upon good academic standing and acceptance by the department.
- Formal admission to the College of Education as a degree-seeking student in a pre-professional program is based on current COE requirements.
- Graduation requirements include a minimum of 33 credit hours of the student's course work completed at the 5000-level; including courses identified to meet content area designation requirements, as approved by the program in consultation with the department for the specified content area designation.
- No more than two grades of C may be applied toward the degree.
- A full academic schedule of courses for graduate students is nine semester credit hours (6 hrs. during summer). Exceptions to this policy may be made only with the approval of the department.
- Candidates must abide by all College policies stated in this catalog, unless exceptions are processed through established department, college and university procedures, documented in writing.
- Completion of all master's degree requirements, including the Candidate Work Sample Capstone Project, must be completed within six years.

Admission Requirements

- Illinois Professional Educator License
- Three months of teaching experience as a licensed teacher.
- Provide two transcript(s) as evidence of a baccalaureate degree from an accredited college or university, and that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0.
- Credit towards required courses in the program will only be awarded for grades of C or higher.

Program Completion Requirements

- General program completion requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses in professional education and the designated content area, as well as completion of the following addition licensure requirements:

  - Pre-clinical and clinical fieldwork forms documenting 100 clock hours are submitted to the Office of Field Placement. A summer practicum can be completed to make up missing field hours.
  - Field Practicum and Student Teaching Clinical Experiences successfully completed.
  - All College of Education and Program Assessments submitted in the LiveText by Watermark courseware domain, including the Candidate Work Sample (edTPA) Capstone Project and Professional Portfolio.
- Illinois State Board of Education licensure examination / assessments, including the Content Area Test in the discipline. Proof of passing must be submitted to the academic program by announced due dates PRIOR to permission given to register for the final Student Teaching clinical experience course.
  - Spring Semester Student Teaching – October 15th in the prior Fall Semester as part of the Application for Student Teaching Process.
  - Fall Semester Student Teaching – March 15th * in the prior Spring Semester as part of the Application for Student Teaching Process
    * Extensions to June 30th can be granted with program approval.
  - All requirements are met for state licensure as mandated by the Illinois State Board of Education, in consultation with the Office of Teacher Licensure.

Prerequisites

Course work equivalent to S ED 4301/5301; S ED 5303/5303; and ED 4312/5312; and passing score on the Ed TPA Portfolio.

Licensure Only (25-28 semester hours) MAT (32 credit hours)

Licensure and master's degree (40-43 credit hours)

Required Courses

ED 5960, ELED 5111, 5112, 5110, 5113; READ 3700, 5114, 5160 or their equivalents at graduate or undergraduate level.

Clinical Experiences

80 required field hours in required courses or ECEE 5466. Additional requirements for master's degree

ED 5960, ECEE 5466 and 9 hours of electives at the 5000 level, comprehensive examination.

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Master of Arts in Teaching in Secondary Education

Graduate Faculty: College of Education Faculty provide pedagogy courses, affiliate faculty in the College of Arts and Sciences (CAS) provide content 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

Licensures Entitled through the College of Education

Illinois Professional Educator License endorsed for teaching Secondary Education (6-12), PreK-12 Education or K-12 Education

Endorsements can be added to an initial Professional Educator License (PEL) at the time of program completion in consultation with the Office of Teacher Licensure

Content Endorsements

Art, Visual (preK-12)

Music (preK-12)

English/Language Arts (Secondary 6-12)

Foreign Language: Spanish (Secondary 6-12)

Mathematics (Secondary 6-12)

Science: Biology (Secondary 6-12)

Science: Chemistry (Secondary 6-12)

Science: Physics (Secondary 6-12)

Social Science: History (Secondary 6-12)

The Secondary Education program leads to a Master of Arts in Teaching (MAT) degree in Secondary Education, PreK-12 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 (biology, chemistry, or physics designation), English, social science (history designation), or mathematics; or endorsed for teaching grades K-12 in visual arts, music, physical education, physics or Spanish.

Other Related MAT Programs

The following list of programs are not housed within this MAT Secondary Education program group. Curriculum expectations for these majors are housed in other departments.

MAT Program	Department
Early Childhood Education (Birth to Grade 3) – ECH	Education Studies (DES)
Elementary Education (Grades 1 to 6) – ELED	Education Studies (DES)
Physical Education (K-12) – PE	Health Education, Recreation & Physical Education (HEPER)
Special Education (PreK-12) -- SPED	Advanced Studies in Education (DASE)

Please note: Courses leading to an English as Second Language (ESL), Bilingual Education (BIL), Middle Level Education (MIDL) Endorsements can be added optionally to Secondary (6-12), K-12, and PreK-12 licensure programs above and beyond the initial Professional Educator License (PEL). Consult with the Office of Teacher Licensure for more information as ISBE requirements are subject to change.

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 licensure at Chicago State University regardless of when they were admitted to the University.
- Admission to the degree program is contingent upon good academic standing and acceptance by the department.
- Formal admission to the College of Education as a degree-seeking student in a pre-professional program is based on current COE requirements.
- Graduation requirements include a minimum of 33 credit hours of the student's course work completed at the 5000-level; including courses identified to meet content area designation requirements, as approved by the program in consultation with the department for the specified content area designation.
- No more than two grades of C may be applied toward the degree.
- A full academic schedule of courses for graduate students is nine semester credit hours (6 hrs. during summer). Exceptions to this policy may be made only with the approval of the department.
- Candidates must abide by all College policies stated in this catalog, unless exceptions are processed through established department, college, and university procedures, documented in writing.
- Completion of all master's degree requirements, including the Candidate Work Sample Capstone Project, must be completed within six years.

Admission Requirements

- Provide two transcript(s) as evidence of a baccalaureate degree from an accredited college or university, and that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0 in the equivalent major in the teaching designation content area.
- Credit towards required courses in the program will only be awarded for grades of C or higher.
- Submit proof that undergraduate coursework meets a minimum grade of C threshold, including those credits identified to meet general education licensure requirements. General Education course requirements for licensure are subject to change by the Illinois State Board of Education (ISBE). Contact the Office of Teacher Licensure for more information at https://www.csu.edu/collegeofeducation/licensure.htm.

Program Completion and Graduation Requirements

- General program completion and graduation requirements include completing an application for graduation with a minimum cumulative GPA of 3.0 in all required and elective courses in professional education and the designated content area, as well as completion of the following addition licensure requirements:
    - Pre-clinical and clinical fieldwork forms documenting 100 clock hours are submitted to the Office of Field Placement. A summer practicum can be completed to make up missing field hours.
    - Field Practicum and Student Teaching Clinical Experiences successfully completed.
    - All College of Education and Program Assessments submitted in the LiveText by Watermark courseware domain, including the Candidate Work Sample (edTPA) Capstone Project and Professional Portfolio.
- Illinois State Board of Education licensure examination / assessments, including the Content Area Test in the discipline. Proof of passing must be submitted to the academic program by announced due dates PRIOR to permission given to register for the final Student Teaching clinical experience course.
    - Spring Semester Student Teaching – October 15th in the prior Fall Semester as part of the Application for Student Teaching Process.
    - Fall Semester Student Teaching – March 15th * in the prior Spring Semester as part of the Application for Student Teaching Process.
      * Extensions to June 30th can be granted with program approval.
    - The ED 5999 Thesis course, when required by a content area designation, is permitted to be taken after the Student Teaching Experience.
    - All requirements are met for state licensure as mandated by the Illinois State Board of Education, in consultation with the Office of Teacher Licensure.

Required Courses: PreK-12, K-12, and Secondary Education – 33 to 42 Credit Hours

Professional Education Courses – Core across Disciplines (21 credit hours)

ED 5000 (3) Fnds of Education/Phil of Ed OR CAS 5100 (3*f*10) Foundations of Educ

ED 5311 (1) Classroom Management OR CAS 5630 Classroom Mgmt in Sec Disciplines

ED 5400 (3*f*5) The Urban Teacher OR ED 5100 (3) Assessment & Evaluation

ESL 5270 (3) Meth Mat for Teaching ESL

PSYC 5300 (3*f*10) Educational Psychology / Advanced Educational Psychology

READ 5100 (2) Content Area Reading in K-12 Schools

S ED 5301 (3*f*15) Characteristics of the Exceptional Child

S ED 5303 (2*f*15) Students w/ Except Needs

Professional Education Courses by Designation / Concentration (13-22 credit hours)

- **Art, Visual (preK-12) (13 credits)**

  Concentration Courses (Graduate Level) - 1 credit

  ART 5650 (1) Readings in Art Ed

  Methods Courses - 6 credits

  ED 5510* (3f30) Adv Methods & Techniques for Teaching Subject Area Specialty Elem/Middle Schools

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  Student Teaching - 6 credits

  ED 5750* (6f240) Internship & Seminar Teaching Subject Area Specialty PreK-12 Schools

- **English/Language Arts (Secondary 6-12) (21 credits)**

  Designation Specific Courses (Graduate Level) - 9 credits

  ED 5500 (3) Principles and Practices of Secondary Education

  ENG 5346 (3) Teaching Composition

  ED 5999* (3) Thesis Project

  Methods Courses - 6 credits

  ENG 5360* (3) Teaching Literature

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  Student Teaching - 6 credits

  ED 5470* (6f240) Internship & Sem Teaching Sec Schl

- **Foreign Language: Spanish (Secondary 6-12) (18 credits)**

  Designation Specific Courses (Graduate Level) - 6 credits

  ED 5312 (3) Teaching with Technology

  ESL 5120 (3) Teaching ESL

  Methods Courses - 6 credits

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  FL&L 5000* (3) Methods of Teaching Foreign Languages in Elementary School

Student Teaching - 6 credits

ED 5470* (6f240) Internship & Sem Teaching Sec Schl OR FL&L 5750 Student Teaching

- **Mathematics (Secondary 6-12) (18 credits)**
  Designation Specific Courses (Graduate Level) - 9 credits

  ED 5500* (3) Principles and Practices of Secondary Education

  ED 5960* (3) Educational Research

  ED 5999* (3) Thesis Project

  Methods Courses - 3 credits

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  Student Teaching - 6 credits

  ED 5470* (6f240) Internship & Sem Teaching Sec Schl

- **Music (preK-12) (22 Credits)**
  Designation Specific Courses (Graduate Level) - 7 credits

  ELED 3010 (4) Fundamentals of Elementary Instruction

  ED 5312 (3) Teaching with Technology

  Methods Courses - 9 credits

  MUSM 5062 (3) Teach Mus Middle Schl OR ELED 5113 (3) Methods of Teaching Fine Arts in Elementary Education (Grades 1-6)

  ED 5510* (3f30) Adv Methods & Techniques for Teaching Subject Area Specialty Elem/Middle Schools

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  Student Teaching - 6 credits

  ED 5750* (6f240) Internship & Seminar Teaching Subject Area Specialty PreK-12 Schools

- **Science: Biology, Chemistry or Physics (Secondary 6-12) (16 credits)**
  Designation Specific Courses (Graduate Level) - 4 credits

  BIOL 5710, CHEM 5710, OR PHYS 5710 Readings in Science Ed (1)

  BIOL 5720, CHEM 5720, OR PHYS 5720 Inquiry Instruction (3)

Methods Courses - 6 credits

ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

ED 5999* (3) Thesis

Student Teaching - 6 credits

ED 5470* (6f240) Internship & Sem Teaching Sec Schl

- **Social Science: History (Secondary 6-12) (18 credits)**
  Designation Specific Courses (Graduate Level) - 6 credits

  Content Elective (3)

  ED 5999* (3) Thesis
  Methods Courses - 6 credits

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  ED 5510* (3f30) Adv Methods & Techniques for Teaching Subject Area Specialty Elem/Middle Schools

  Student Teaching - 6 credits

  ED 5470* (6f240) Internship & Sem Teaching Sec Schl

  (*) Restricted to students formally admitted to the College of Education.

Subsequent Endorsement in a New Grade Range for Licensed Teachers – Focused Program (Grades 6 to 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.

Additional Requirements for the Subsequent Endorsement Program.

- Professional Educator License endorsed in a teaching field
- Three months of teaching experience as a certified / licensed teacher
- A minimum of 32 credit hours required toward the master's degree and up to 12 credit hours not satisfying master's degree requirement if in master's degree program

Pre-Requisite Courses: PreK-12, K-12, and Secondary Education

S ED 4301/5301 (3*f*15) Characteristics of the Exceptional Child

S ED 4303/5303 (2*f*15) Students w/ Except Needs

PSYC 2020.5300 (3*f*10) Educational Psychology / Advanced Educational Psychology

ED 5312 (3) Teaching with Technology

Required Courses: PreK-12, K-12, and Secondary Education – 33 to 42 Credit Hours

Professional Education Courses – Core across Disciplines (21 credit hours)

ED 5000 (3) Fnds of Education/Phil of Ed OR CAS 5100 (3*f*10) Foundations of Educ

ED 5311 (1) Classroom Management OR CAS 5630 Classroom Mgmt. in Sec Disciplines

ED 5400 (3*f*5) The Urban Teacher OR ED 5100 (3) Assessment & Evaluation

ESL 5270 (3) Meth Mat for Teaching ESL

PSYC 5300 (3*f*10) Educational Psychology / Advanced Educational Psychology

READ 5100 (2) Content Area Reading in K-12 Schools

S ED 5301 (3*f*15) Characteristics of the Exceptional Child

S ED 5303 (2*f*15) Students w/ Except Needs

Professional Education Courses by Designation / Concentration (13-22 credit hours)

- **Art, Visual (preK-12) (13 credits)**
  Concentration Courses (Graduate Level) - 1 credit

  ART 5650 (1) Readings in Art Ed

  Methods Courses - 6 credits

  ED 5510* (3f30) Adv Methods & Techniques for Teaching Subject Area Specialty Elem/Middle Schools

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  Student Teaching - 6 credits

  ED 5750* (6f240) Internship & Seminar Teaching Subject Area Specialty PreK-12 Schools

- **English/Language Arts (Secondary 6-12) (21 credits)**
  Designation Specific Courses (Graduate Level) - 9 credits

  ED 5500 (3) Principles and Practices of Secondary Education

  ENG 5346 (3) Teaching Composition

  ED 5999* (3) Thesis Project

  Methods Courses - 6 credits

  ENG 5360* (3) Teaching Literature

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  Student Teaching - 6 credits

  ED 5470* (6f240) Internship & Sem Teaching Sec Schl

- **Foreign Language: Spanish (Secondary 6-12) (18 credits)**
  Designation Specific Courses (Graduate Level) - 6 credits

  ED 5312 (3) Teaching with Technology

  ESL 5120 (3) Teaching ESL

  Methods Courses - 6 credits

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  FL&L 5000* (3) Methods of Teaching Foreign Languages in Elementary School

  Student Teaching - 6 credits

  ED 5470* (6f240) Internship & Sem Teaching Sec Schl OR FL&L 5750 Student Teaching

- **Mathematics (Secondary 6-12) (18 credits)**
  Designation Specific Courses (Graduate Level) - 9 credits

  ED 5500* (3) Principles and Practices of Secondary Education

  ED 5960* (3) Educational Research

  ED 5999* (3) Thesis Project

  Methods Courses - 3 credits

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  Student Teaching - 6 credits

  ED 5470* (6f240) Internship & Sem Teaching Sec Schl

- **Music (preK-12) (22 Credits)**
  Designation Specific Courses (Graduate Level) - 7 credits

  ELED 3010 (4) Fundamentals of Elementary Instruction

  ED 5312 (3) Teaching with Technology

  Methods Courses - 9 credits

  MUSM 5062 (3) Teach Mus Middle Schl OR ELED 5113 (3) Methods of Teaching Fine Arts in Elementary Education (Grades 1-6)

  ED 5510* (3f30) Adv Methods & Techniques for Teaching Subject Area Specialty Elem/Middle Schools

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  Student Teaching - 6 credits

  ED 5750* (6f240) Internship & Seminar Teaching Subject Area Specialty PreK-12 Schools

- **Science: Biology, Chemistry or Physics (Secondary 6-12) (16 credits)**
  Designation Specific Courses (Graduate Level) - 4 credits

  BIOL 5710, CHEM 5710, OR PHYS 5710 Readings in Science Ed (1)

  BIOL 5720, CHEM 5720, OR PHYS 5720 Inquiry Instruction (3)

  Methods Courses - 6 credits

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  ED 5999* (3) Thesis

  Student Teaching - 6 credits

  ED 5470* (6f240) Internship & Sem Teaching Sec Schl

- **Social Science: History (Secondary 6-12) (18 credits)**
  Designation Specific Courses (Graduate Level) - 6 credits

  Content Elective (3)

  ED 5999* (3) Thesis
  Methods Courses - 6 credits

  ED 5450* (3f45) Adv Methods & Techniques for Teaching Subject Area Specialty Secondary Schools

  ED 5510* (3f30) Adv Methods & Techniques for Teaching Subject Area Specialty Elem/Middle Schools

  Student Teaching - 6 credits

  ED 5470* (6f240) Internship & Sem Teaching Sec Schl

  (*) Restricted to students formally admitted to the College of Education.

Required Courses (MAT). MAT with K-12 Endorsement (32-40 semester hours + concentration / specialization)

ELED 5520 (3 credit hours; 5 field hours) – Elementary School Curriculum or Elementary Endorsed License

ED 5530* (3 credit hours) – Secondary School Curriculum or 9-12 Endorsed License

READ 5100* (2 credit hours) – Content Reading for Middle and Secondary School Teachers or 9-12 Endorsed License

ED 5440 (3 credit hours) – Philosophy, Curriculum, and Instructional Methods for the Middle School or Middle School Endorsed License

PSYC 5210 (3 credit hours) – Adolescent Psychology for Middle Grade Teachers or Middle School Endorsed License

ED 5450* (3 credit hours; 30 field hours) – Advanced Methods and Techniques for Teaching Subject Area Specialty in Secondary Schools

Students must complete a concentration or specialization in the content area.

* Restricted to students formally admitted to the College of Education.

Required Courses (Non-Degree). 6-12 Endorsement (7-10 semester hours + concentration specialization)

ED 4500* (2 credit hours; 25 field hours) – Principles and Practices of Secondary Education or 9-12 Endorsed License or 6-12 Endorsed License

READ 4100* (2 credit hours) – Content Reading for Middle and Secondary School Teachers or 9-12 Endorsed License or 6-12 Endorsed License

ED 4440 (3 credit hours) – Philosophy, Curriculum, and Instructional Methods for the Middle School or Middle School Endorsed License

PSYC 4210 (3 credit hours) – Adolescent Psychology for Middle Grade Teachers or Middle School Endorsed License

Methods of Teaching Content Area in Secondary School

T&ED 4740* (3 credit hours; 100 field hours) – Student Teaching in Career and Technical Education Semester I (BE, T ED, or FCS only)

Students must complete a concentration or specialization in the content area.

*Restricted to students formally admitted to the College of Education.

Required Courses (MAT). MAT with K-12 Endorsement (32-46 semester hours+ concentration / specialization)

ELED 5520 (3 credit hours; 5 field hours) – Elementary School Curriculum or Elementary Endorsed License

ED 5530* (3 credit hours) – Secondary School Curriculum or 9-12 Endorsed License

READ 5100* (2 credit hours) – Content Reading for Middle and Secondary School Teachers or 9-12 Endorsed License

ED 5440 (3 credit hours) – Philosophy, Curriculum, and Instructional Methods for the Middle School or Middle School Endorsed License

PSYC 5210 (3 credit hours) – Adolescent Psychology for Middle Grade Teachers or Middle School Endorsed License

ED 5450* (3 credit hours; 30 field hours) – Advanced Methods and Techniques for Teaching Subject Area Specialty in Secondary Schools

ED 5510* (3 credit hours; 30 field hours) – Advanced Methods and Techniques for Teaching Subject Area Specialty in Elementary / Middle Schools

PE 5520* (3 credit hours; 100 field hours) – Internship in Physical Education (PE only) Field Practicum (3 credit hours) – Taken during Summer Session

ED 5999 (3 credit hours) – Thesis Project

Students must complete a concentration or specialization in the content area.

* Restricted to students formally admitted to the College of Education.

K-12 Endorsement (10-27 semester hours + concentration specialization)

ELED 3010 (4 credit hours) – Elem School Curriculum or Elementary Endorsed License

ED 4500* (2 credit hours; 25 field hours) – Principles and Practices of Secondary Education or 9-12 Endorsed License or 6-12 Endorsed License

READ 4100* (2 credit hours) – Content Reading for Middle and Secondary School Teachers or 9-12 Endorsed License or 6-12 Endorsed License

ED 4440 (3 credit hours) – Philosophy, Curriculum, and Instructional Methods for the Middle School or Middle School Endorsed License

PSYC 4210 (3 credit hours) – Adolescent Psychology for Middle Grade Teachers or Middle School Endorsed License

Methods of Teaching Content Area in Secondary School

PE 4520* (3 credit hours; 100 field hours) – Internship in Physical Education (PE only) Students must complete a concentration or specialization in the content area.

* Restricted to students formally admitted to the College of Education.

Clinical Experiences (Non-degree and MAT 6-12 and K-12)

55-130 required field or summer field practicum. A summer field practicum can be completed to make up missing field hours.

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Department of Health Education, Physical Education, & Recreation (HEPER)

Chairperson: Prof. Mark Kutame

Graduate Faculty: Sarah Buck, Mark Kutame, Robert Szyman, Edward Reed

Degree(s)/Licensure

MS Ed in Physical Education

Post-Baccalaureate Program for Licensure in Physical Education (Grades K-12).

Content Designations

Master of Science in Education in Physical Education

The Department of Health Education, Physical Education, 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.
- A professional teaching license is required.
- 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, PE 5090, PE 5032, PE 5160, PE 5230, PE 5150, PE 5406, PE 5950

Electives : PE 5034, PE 5050, PE 5255, PE 5110, PE 5270

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. Driver's Ed courses may not be used to meet elective course requirements.

Core : ED 5960/PE 5000 ; PE 5030 ; PE 5090 ; PE 5032 ; PE 5160 ; PE 5230 ; PE 5150 ; PE 5406 ; PE 5950

Electives: PE 5034, 5050, 5255, 5110, 5270; 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 5900

Post-Baccalaureate Licensure Program in Physical Education

This post-baccalaureate licensure 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 a Professional Educator License (PEL) for grades K-12. Completion requires the passing of the Illinois Content Area Test for Physical Education and the edTPA portfolio.

Prerequisites:

Successful completion of all the following prerequisite courses:

PSYC 2040 (3) Psyc Childhood & Adolescence

Specialization -51 semester hours (minimum 2.5 GPA):

PE	2360	(3)	Mthds Tch Aquatics for PE and Rec
PE	2380	(3)	Mthds Tch Lifetime/Team Sports
PE	2500	(2)	Assessment in PE
PE	2610	(2)	Principles of Physical Fitness
PE	2611	(2)	Principles of Group Exercise
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)

ZOOL 2050 (4) Human Anatomy

HS 1575 (3) First Aid

HS 2200 (3) Personal Health & Wellness

PE 2010 (3) Hist & Phil of PE

ED 4312 (3) Tech for PE and REC Prof

PE 2130 (2) Mthds Tch Tumbling & Weight Training

PE 2140 (3) Mthds Tch Mvmnt Conce & Dance

Professional Education - 13 semester hours; fieldwork 95 hours (minimum 2.5 GPA)

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 licensure requirements are listed below.

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).

Required Courses [21 Credit 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)

ESL 5120 (3; f20) Teaching English Language Learners

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.)

Transfer Credit to CSU:

A maximum of nine credit hours of combined prerequisite and required licensure 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.

Post-Baccalaureate Certificate in Therapeutic Recreation

Department: Health Education, Physical Education, & Recreation (HEPER)

Faculty: Michael McNicholas, 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 (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

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

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College of Health Sciences

Dean: Dr Greg Paveza [Interim]

Degree and Certificate Programs

- Master of Occupational Therapy (MOT) degree and
- Combined Bachelor of Science in Health Sciences and Master of Occupational Therapy (BS/MOT) degree option.
- Master of Public Health (MPH)

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, Public Health, and Occupational Therapy. The Advocate Wellness/Health Center is a service unit of the College.

Students are educated in a caring environment 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 healthcare 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. Student grievance procedures and guidelines and the Petition for Hearing are available from the respective academic departments.

Reasons for grievances might include:

- Admission to professional course sequence.
- Progression to clinical experiences.
- Evaluation of student performance in courses, clinical settings, or other program- related activities.

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 review 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.

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.

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Department of Occupational Therapy

Chairperson: Leslie K. Roundtree

Graduate Faculty: Sarah L. Austin, Kermeshia Davenport, Veronica Ford

Lindsay Jones, Regina T. Smith, Stephanie Zuba-Bates

Master of Occupational Therapy

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), located at ACOTE c/o Accreditation Department American Occupational Therapy Association (AOTA) 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929 (301) 652-6611) and the Website URL is www.acoteonline.org. Graduates of the program will be eligible 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 (One Bank Street Suite 300 Gaithersburg, MD 20878, 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. The vision of the Department of Occupational Therapy is to provide a dynamic community-oriented program that produces occupational therapists who are change agents for underserved communities and the occupational therapy profession.

Mission

The Mission of the Chicago State University Occupational Therapy Program is to prepare a diverse student body to become competent occupational therapists who are skilled in and effective at meeting the needs of clients within rapidly changing service delivery systems. The program is designed to provide a transformative educational experience that develops entry-level therapists who possess foundational skills in the principles of

the occupational therapy profession. We strive to produce graduates who exhibit the ability to integrate knowledge into practice while using evidence, critical thinking, and reflective abilities necessary to take on a variety of roles (i.e., 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, 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. Prerequisite courses required for admission may be repeated only once to improve a grade.
5. Submission of the Occupational Therapy Department application. All students are strongly encouraged to review admission eligibility with an advisor before applying.
6. 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.
7. 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.
8. 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.
9. 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.

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 and materials (including official transcripts and application fee) are sent directly to the Graduate School.

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
	Total	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
	Total	14

Summer – Year 1

5230	Research Methods in OT	3
5211	Program Planning for Populations	3
	Total	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
	Total	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
	Total	14

Summer – Year 2

5352/450	Human Occupation III	3

Fall Semester – Year 3

5380	Practice Specialization in OT	3
5372	Field Work Seminar	1
5370	Level II Fieldwork: Rotation I	5
	Total	9

Spring Semester – Year 3

5371	Level II Fieldwork: Rotation II	5
5395	Graduate Symposium	4
	Total	9

* Includes Level I fieldwork

Other Pertinent Information

- All students enrolled in the MOT program must assume responsibility for the following expenses:
- A current CSU medical and dental form completed with immunizations, flu shot and TB test/X-ray records by August 1st each year.
- Proof of health insurance.
- Required textbooks, test instruments, and supplies.
- Yearly subscription to the American Journal of Occupational Therapy (AJOT) and to Occupational Therapy Practice magazine.
- Transportation to fieldwork experiences, state conferences and fieldtrips.
- 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 and Dismissal Policies

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 can earn no more than 4 letter grades of “C” or less in the professional program.

More than 4 grades of “C” or below are grounds for dismissal. A student needing to repeat a course to improve the grade must repeat the course at the next scheduled offering. Students may be required to assume part-time status when repeating courses. A student’s cumulative GPA must be 3.0 or above to proceed to Level II 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.

A student who misses more than 20% of a scheduled course due to unexcused absences may receive a failing grade for the course.

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” or “F” 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 polices. 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.

Department of Public Health

Graduate Advisor: Yashika Watkins

Graduate Faculty: George Smith and Yashika Watkins.

Mission

The program's mission is to prepare public health practitioners and scholars 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 vision of the Master of Public Health (MPH) Program is to improve/impact the primary prevention initiatives for health in the Chicagoland area, state, region and globally through leadership in teaching, research, and service.

Values

The values of the MPH Program align with those of the University and the College of Health Sciences to include:

- Equity
- Diversity
- Social Justice
- Life-long learning
- Personal, professional, and academic integrity
- Leadership

Master of Public Health

MPH Program Curriculum

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, were 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 45 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.

Prospective students seeking admission to the MPH program must meet the standards of 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 of Graduate Admissions, including paying the application fee and submitting original transcripts of the candidate's undergraduate and graduate course work.

Application materials must be received by July 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 admission requirements for the MPH program:

- A baccalaureate degree from a regionally accredited university (or international equivalency) with a minimum cumulative grade point average (GPA) of 3.00 on a 4.0 scale, for the final 60 semester credit hours of undergraduate and/or graduate education, is required. 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. 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.
    - A curriculum vitae/resume.
    - Personal statement describing past educational background, experience, and current professional career objectives.

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 not accepted.

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 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 mentor 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 COHS Research Day.

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. More than two grades of Care grounds for dismissal. 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. More than 6 credit hours with grades of D or F will result in dismissal from the program. Where a student has two or more grades of Incomplete outstanding, the student should be reviewed for probationary status.

Curriculum Pattern: Health Promotion and Disease Prevention

Concentration FIRST YEAR

Fall Semester

Course No	Course Name	Credits
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	Total	12

Spring Semester

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	Total	12

SECOND YEAR

Fall Semester

PUBH 5136	**Social Behavior and Cultural Theories**	**3**
PUBH 5122	Field Practicum in Public Health I	3

PUBH 5128	Health Program Design, Planning, and Evaluation	3
Semester Credit Hours	Total	9

Spring Semester

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

Total Program Credit Hours: 45

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College of Pharmacy

Dean: Matthew Fete, Ph.D.

Associate Dean, Academic Affairs: Jeremy Hughes, PharmD, EdD.c.

Associate Dean, Experiential and Continuing Professional Education: Charisse Johnson, PharmD.

Chair, Department of Pharmaceutical Sciences:

Michael Danquah, Ph.D.

Chair, Department of Pharmacy Practice

Daniel Kerner, PharmD.

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 interprofessional 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.

Doctor of Pharmacy

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 College of Pharmacy's Doctor of Pharmacy program has been given the status of Accredited with Probation by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603, 312/664-3575; FAX 866/228-2631, web site www.acpe-accredit.org," for partial compliance with Standard No. 17: Progression and Standard No. 24: Assessment Elements for Section I: Educational Outcomes. For an explanation of the program's Accredited with Probation status, consult the Office of the Dean or ACPE.

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 (93 credit hours in required didactic courses, 8 credit hours in required professional didactic elective courses, and 40 credit hours in experiential education).

Admissions – Deadlines and Requirements
PharmCAS Application

Required Deadline: June 1st, 2021, www.pharmcas.org

Pharmacy College Admission Test (PCAT) Not required

Admissions Cycle (Rolling (September – June))

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, non-remedial, prerequisite coursework from a regionally accredited US college or university. All pre-pharmacy coursework requirements must be completed in the spring semester prior to matriculation. While the College has traditionally required 65 prerequisite hours, beginning in Fall 2022, the college will require 54 credit hours of prerequisite course work.

If a student has completed course work at a foreign institution, the student must provide acceptable proof of degree equivalency. International students must complete 30 semester hours of prerequisite course work (including at least 15 semester hours in the sciences) at an accredited institution in the United States.

Prerequisite Course Requirements (Prior to Fall 2022)

Course(s)	Semester Hours
English (composition)	6
Biology (with laboratory)	8
Anatomy, human (All systems)	6
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	65

Prerequisite Course Requirements (Starting in Fall 2022)

Course(s)	Semester Hours
English (composition)	6
Biology (with laboratory)	8

Anatomy, human (All systems)	6
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
Total Credit Hours	54

Prerequisite Requirements

All required (prerequisite) courses must be completed with a letter 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 prerequisite GPA of 2.50 (on a 4.00 scale) in the required pre-pharmacy course curriculum, and a minimum prerequisite science and math GPA of 2.50 (on a 4.00 scale) in the required science and math pre-pharmacy course curriculum.

The Pharmacy College Admissions Test (PCAT) is not required, but candidates are welcome to submit scores if they feel it will support their application.

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 file an application through PharmCAS, a web-based Pharmacy College Application Service, by June 1st, at http://www.PharmCAS.org. PharmCAS must receive ALL official college transcripts by June 1st. PharmCAS will not release applicant information to the School of Pharmacy until all transcripts, from every institution attended, are received.

Two letters of reference should be completed on the Letters of Reference form included in the PharmCAS application and submitted to PharmCAS by June 1st. 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. The second letter should be from a science professor or pre-health advisor from the pre-pharmacy curriculum

* If out of school for more than three years, this letter may be substituted by a supervisor or an employer.

** The supervisor/employer must have supervised/employed the applicant for a minimum of one year.

International Applicants

If an applicant completed course work at a foreign institution, the applicant 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.

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.

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.

Interview

The COP Office of Student Affairs 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.

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, 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 Student Affairs 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.

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. 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.

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:

- Generally, students should complete 30 or more credit hours in advanced coursework (The majority of courses should be science-focused).
- For students who have struggled in intensive, advanced science-based courses we encourage you to complete credit hours in courses such as microbiology, immunology, physiology, biochemistry, pharmacology/toxicology, and pathophysiology.
- For students who have struggled in math-based courses we encourage you to complete credit hours in application-based mathematics courses including biostatistics, advanced algebra,
- For students who have struggled with English comprehension, writing based activities, and reading comprehension we encourage you to complete credit hours in technical writing.

Students who successfully fulfill 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. Please note, this policy will expire on August 1st, 2021, after which time readmission candidates will be treated as new candidates and be required to apply via PharmCas.

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. The applicant must also submit the following:

A letter to the CSU-COP Office of the Dean indicating why the applicant 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.

Advanced Standing

Advanced standing will be considered on a case-by-case basis for students transferring into CSU-COP. Advanced standing will only be considered for applicants who are able to demonstrate evidence of successful coursework at a different ACPE accredited Doctor of Pharmacy program. The curricular structure at individual programs varies, and classes within the CSU-COP curriculum build upon each other are sequential in nature. To achieve a CSU-COP diploma, graduates must complete a substantial component of their Doctor of Pharmacy education within the curricular design and rigor of the program. Therefore, transfer credits and advanced standing will be granted on a very limited basis and will be determined prior to matriculation into the CSU-COP program. There is no guarantee that students that transfer from other academic institutions will receive advanced standing or that they will matriculate into the same professional year.

Therefore, to request such consideration, a student should submit a letter of request for advanced standing with their initial transfer request letter to the Dean that highlights which courses for which advanced standing is being requested. Advanced standing will only be considered for courses where the student achieved a grade of "B" or better. A "B-" letter grade is not acceptable for advanced standing consideration. The student is required to provide an official course description(s) and a syllabus(syllabi) of the course(s) previously taken at the time of submission of their admissions application. For some courses, a student may be required to take a comprehensive challenge exam/interview to exhibit competency in material. Individuals are required to complete at minimum their P3 and P4 years at CSU-COP to be eligible for a Doctor of Pharmacy degree from CSU-COP and must have equivalent coursework in P1 and P2 years. Advanced standing will not be considered for the experiential component of the curriculum. Applications for advanced standing will be reviewed and determined by the Office of Academic Affairs. The decision to offer advanced standing will be provided at the time of an admissions offer and will be listed in their offer letter.

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.

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 (*Class of 2022 and Class of 2023*)

First Professional Year

Fall P-1

	Course Title	Credits
6110	Pharmacy Physiology	5
6111	Pharmaceutical Dosage Forms 1-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
	Total Semester Hours	(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
6112	Professional Practice II — Public Health and Wellness	2
	Total Semester Hours	(17)

Second Professional Year

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
	Total Semester Hours	(17)

Intersession P-2

	Course Title	Credits
6223	Professional Practice III - Institutional Orientation	1
	Total Semester Hours	(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
	Total Semester Hours	(18)

Third Professional Year

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
	Total Semester Hours	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	4
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
	Total Semester Hours	(17-19)

Fourth Professional Year

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
	Total Semester Hours	(6)

First Professional Year

Fall P1

Course Code	Course Title	Credit Hours
6116	Pharmacy Physiology	3
6117	Pharmaceutical Calculations I	1
6118	Pharmacy Patient Skills I	2
6119	Introduction to Professionalism	1
6111	Pharm. Dosage Forms I	3
6120	Introduction to Pharmacy and Healthcare systems	3
6121	Prof practice I- Intro to Pharmacy Practice	3

	Total Semester Hours	16

Spring P1

6125	Pharmacy Biochemistry	3
6126	Microbiology	2
6127	Pharmaceutical Calculations II	1
6128	Pharmacy Patient Skills II	3
6112	Pharm Dosage Forms II	3
6122	Prof Practice II- Public Health and Wellness	2
6123	Research Methods and Pharmacoepidemiology	3
	Total Semester Hours	(17)

Fall P4

	Course Title	**Credits**
64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5
	Total Semester Hours	15

Second Professional Year

Fall P2

	Course Title	**Credit Hours**
6211	Principles of Pharmacokinetics	3
6218	Pharmacy Patient Skills III	3
6231	Drug Action, Structure and Therapeutics I (DAST I) Introduction	3
6232	Drug Action, Structure and Therapeutics II (DAST II) Nutrition, ANS, and Cardiovascular I	4
6213	Pharm. Dosage Forms III	2
6212	Pharmacy Immunology	2
	Total Semester Hours	17

Intersession P-2

6223	Prof Practice III-Institutional Orientation	1

Spring P2

6228	Pharmacy Patient Skills IV	3
6229	Pharmacogenomics	2

6222	Literature Evaluation and EBM	2
6233	Drug Action, Structure and Therapeutics III (DAST III) – Cardiovascular II and Renal	4
6234	Drug Action, Structure and Therapeutics IV (DAST IV) – Endocrine, Pulmonary, and Genitourinary	4
6224	Prof Practice IV-Institutional	2
65XX	Professional Electives	2-4
	Total Semester Hours	19-21

Spring P-4

	Course Title	Credits
64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5
6449	NAPLEX Intensive Review	5
6499	Pharmacy Capstone	0
	Total Semester Hours	(15)

Third Professional Year

Fall P3

6318	Pharmacy Patient Skills V	2
6321	Pharmacy Practice Management	3
6335	Drug Action, Structure and Therapeutics V (DAST V) – Gastrointestinal, Immunological, and CNS 1	4
6336	Drug Action, Structure and Therapeutics VI (DAST VI) – CNS II and Acute Care	4
6324	Health Economics and Drug Treatment Outcomes	2
65XX	Professional Electives	2-4
	Total Semester Hours	17-19

Spring P3

6328	Pharmacy Patient Skills VI	2
6227	Pharmacy Law and Ethics	3
6337	Drug Action, Structure and Therapeutics VII (DAST VII) – Infectious Disease	4
6338	Drug Action, Structure and Therapeutics VIII (DAST VIII) – Virology, Oncology, and Toxicology	4
6325	Professional Practice V-Applied Practice	1
65XX	Professional Electives	2-4
	Total Semester Hours	16-18

CSU-COP Professional Curriculum (*Class of 2024 and beyond*)

Fourth Professional Year

Summer P4

6326	Professional Practice VI — Applied Practice Skills	1
6421	Introduction to Advanced Pharmacy Practice Experience	0
64XX	Advanced Pharmacy Practice Experience	5
	Total Semester Hours	6

Fall P4

64XX	**Advanced Pharmacy Practice Experience**	**5**
64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5
	Total Semester Hours	15

Spring P4

64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5
6449	NAPLEX Intensive Review	5
6499	Pharmacy Capstone	0
	Total Semester Hours	15

Professional Electives

During their years of study at the CSU-COP, students complete a minimum total of 8 credit hours of approved pharmacy electives. 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 40 credit hours of practical experience during the academic program. Students are required to complete 10 credit hours of introductory pharmacy practice experiences during the first through third professional years and 30 credit hours of 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, except for visiting (at-large) students (see below). Enrollment begins in the fall semester only. It is not possible to begin the program in the spring semester.

Admission Information and Application Procedures for Professional Student at Large (Visiting Students) at the College of Pharmacy

A professional student at large is a non-degree student at the College of Pharmacy who is taking one or more credit courses for professional development. This student can be a degree-seeking student at a different institution, or a student seeking additional coursework to qualify for pharmacist's licensure examination(s).

A professional student-at-large at the College of Pharmacy is not eligible for:

- Financial aid, which includes loans
- Course credit evaluation
- Degree audit

Admission Requirements

Applicant with a Pharmacy Degree

Applicants who have a pharmacy degree (BPharm, MPharm or PharmD) from a regionally and professionally, (ACPE) accredited college/school of pharmacy, seeking additional coursework to qualify for licensure examination must submit verification of degree by submitting the following documentation:

- College/University official transcript showing proof of graduation
- Letter from licensure granting agency showing requirements for additional coursework identifying areas of deficiency or need

Applicant without a Pharmacy Degree

Applicants who do not have a pharmacy degree (BPharm, MPharm or PharmD) must prove good academic standing at a regionally and professionally (ACPE) accredited college/school of pharmacy. This student may attend Chicago State University as a professional Student-at-large. This student may transfer this earned credit to the College of Pharmacy at the Chicago State University. This transfer will be subject to their successful acceptance to the College of Pharmacy following the regular admission process. Applicants must submit verification of good standing by submitting the following documentation:

- College/University official transcript
- Letter of good academic standing from the Registrar or Dean of the College

Admission / Registration Process and Restrictions

Professional-at-large students must complete the appropriate admissions application, obtain permission from the Dean of the College, and meet with a counselor, as needed, to obtain approval to enroll in 6000 level professional courses from the College of Pharmacy. At-large students may not enroll more than 18 credit hours of coursework per semester. Under any circumstances, the Dean of the College of Pharmacy will make the final decision.

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 any grade below a C in any courses.
3. A student failed to complete successfully any non-course graduation requirements (Drug Card Assessments, MileMarker Exams, Pharmacy Curriculum Outcomes Assessment (PCOA), Portfolio)

A student is notified, in writing, when 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 (except in any instances in which a student earns an F grade in any courses)
2. Repeat of the course(s)
3. Dismissal from the pharmacy program

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. Additional information on the College of Pharmacy progression requirements can be found in the College of Pharmacy Student Handbook.

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, the student 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 and Continuing Professional 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 of 65 semester hours credit of prerequisite course work (prior to fall 2022), and then 54 hours starting in fall 2022 and beyond, 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 project in the fourth professional year.
- Successfully complete all non-course requirements as approved by the CSU-COP Faculty and Dean.
- 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.

End of the Graduate Catalog [2022 – 2023]