

CHICAGO STATE UNIVERSITY

College of Education

Doctor of Education (Ed.D.) in
Educational Leadership

Student Handbook
2009-2010



“Where Promise Becomes Power”

Revised: July 20, 2009

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OVERVIEW

This Handbook is designed to provide students with information about the requirements of the Doctor of Education in Educational Leadership Program at Chicago State University. From time to time, curricular and/or other process changes may occur; it is the responsibility of the student to become aware of and adhere to those changes.

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

Students 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. Therefore, if applicants do not hold a master's degree in educational administration, supervision or leadership, several pre-requisite graduate level courses (educational law, curriculum development, finance, and organizational dynamics or administration) must be completed satisfactorily before admission to the program is granted.

The program employs a cohort model to provide a number of benefits to students including ongoing support, group feedback, peer mentoring, networking, and collaborative insights. In addition to the required coursework, the Ed.D. Program includes a doctoral qualifying examination (administered after the core coursework is completed), the dissertation, and the dissertation defense. Further, for doctoral students who already hold the Illinois Type 75 Administrative Certificate, successful completion of the doctoral program may lead to the Superintendent's Endorsement.

CHICAGO STATE UNIVERSITY MISSION

Chicago State University, a public, comprehensive, urban institution of higher learning located on the south side of Chicago, strives for excellence in teaching, research, creative expression and community service. The mission of the University is to (a) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and may have been inhibited by lack of economic, social, or educational

opportunity; and, (b) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong-learning and service.

To accomplish its mission the University is committed to the following:

1. Recruiting, retaining and graduating a culturally and economically diverse student body including undergraduate, master's and doctoral-level students;
2. Employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
3. Offering curricula that address major dimensions of the arts, humanities, sciences and technology and encourage development of communication skills and critical thinking as well as cultural and social awareness;
4. Providing students in liberal arts and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;
5. Fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and,
6. Working in partnership with local organizations and agencies active in the region and assisting in the development of socially and economically viable and sustainable communities.

COLLEGE OF EDUCATION MISSION

College of Education Mission:

1. To offer quality programs and services that prepare educational professionals (teachers, counselors, diagnosticians, leaders, librarians, information specialists, leisure personnel and others) to plan, organize, deliver, assess, support and supervise instruction.
2. To prepare diverse populations who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.



College of Education Vision:

The College of Education (COE), which has held continuing national accreditation recognition by the National Council for Accreditation of Teacher Education (NCATE) since 1954, provides global leadership in preparing education professionals by advancing:

- best practices in teaching that impact student learning,
- knowledge through research and scholarship,
- critical thinking, and
- service through outreach efforts.

Accreditation:

- Accredited by the North Central Association (NCA) of Colleges and Schools
- Accredited by National Council for the Accreditation of Teacher Education (NCATE) since 1954
- All programs approved for certification by the Illinois State Board of Education (ISBE)
- One of only 22 Illinois institutions (57 total) accredited by NCATE
- All programs, with national professional association standards, are in full compliance
- Ed. D. in Education Leadership approved by IBHE in June 2004 and by NCA in April 2005; Type 75 Certificate for Superintendent Endorsement approved by IBHE in February 2007

College of Education's Conceptual Framework

Conceptual Framework and Philosophy:

The National Council for Accreditation of Teacher Education's (NCATE) *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education*, maintains that "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12)

From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens. Today, all activities in the College are guided by the belief that we **Prepare All Candidates To Succeed**, which translates into the **PACTS** acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework, which was first adopted during the 2000-2001 academic year. It reflects a shared vision, set forth coherently, with attention to student's professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our student's proficiencies are aligned with professional and state standards and are continually assessed.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate **Professionalism** as knowledgeable and competent practitioners. As professionals, they will exhibit appropriate skills, dispositions, and ability to develop best practices and **Assessments** for effective instruction for K-12 learners in all settings. Our

candidates show evidence of requisite **Content** knowledge competencies and proficiencies that incorporate **Technology** to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by **Standards** to maximize the candidate preparedness and to maintain the effectiveness of the unit (Appendix A).

MISSION OF EDUCATIONAL LEADERSHIP, CURRICULUM AND FOUNDATIONS (ELCF)

The ELCF department is committed to providing excellent preparation in educational leadership, curriculum and foundations. The department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of academic programs, including master's and doctoral degree programs. Reflected in both the quality of its programs, and the background of its faculty are (a) strong grounding in educational theory and research; (b) developing student's skills in critical thinking, reflective practice and applied research; (c) modeling effective administrative and teaching practices; (d) addressing issues prevalent in a pluralistic society; (e) collaborating with the departments in the university, particularly at the doctoral level; and (f) working in partnership with local, national and international educational organizations to lead in the development of effective and viable schools.

THE DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Degree Purpose

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

Program Goal

The program goal is to prepare students for educational and administrative positions at all levels of management, and for professional opportunities associated with teaching or research positions in higher education. The program emphasizes the preparation of urban practitioners in research and leadership while linking supply and demand for diversified school leaders in Illinois.

Admission Requirements

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

1. A completed application form;

2. A non-refundable application fee of \$50.00 (check or money order);
3. Two official transcripts of all undergraduate and graduate work. Applicants must have completed a master's degree in educational administration or a related educational field, with a grade point average of a minimum of 3.5 on a 4.0 scale in all graduate work. The applicant must have successfully completed at least one 3-semester hour graduate-level course with a grade of "B" or better, from an accredited institution in each of the following areas: a) Educational Law, b) Curriculum Development and Learning Theories, c) Foundations of Finance, and d) Administration or Organizational Dynamics;
4. Three (3) letters of recommendation from professors and/or administrators addressing the applicant's potential for success in a doctoral program;
5. Official score report (general test/verbal, quantitative, and analytical writing components) of the Graduate Records Examination (GRE) is required. The test must have been taken within the past five years of admission date. Access GRE information at: www.GRE.com
6. A typed, double-spaced goal statement which describes the applicant's reasons for pursuing an advanced degree in educational leadership.

Notes: (1) Selected applicants will be invited for an oral interview; (2) based on the evaluation of materials submitted, the student's goal statement, graduate GPA, GRE test results, and the oral interview, the Ed.D. Admissions Committee will make its final decision and will forward its recommendation to the School of Graduate and Professional Studies.

Program Requirements

Students must maintain a cumulative GPA of 3.5 or better throughout the doctoral core coursework. In addition, students are not allowed to enter candidacy with a grade below B on their record. Students who receive any grade lower than B must retake the class before proceeding to candidacy. Once a student earns two grades below a B s/he cannot continue to register for classes. Students who earn two or more grades below a B must retake the courses and earn a B or better before continuing with other coursework. Students are allowed to retake classes in which they earned less than a B only once.

All students enrolled in the Ed.D. in Educational Leadership program are required to purchase *LiveText*, a onetime purchase of a commercial web-based technology package that provides an electronic storage for student's professional portfolio, assessments, activities and projects for program coursework.

LiveText can be purchased at the Chicago State University bookstore and book vouchers are accepted. *LiveText* can also be purchased on line, but vouchers cannot be applied: <https://c1.livetext.com/>

Program Completion Benchmarks

Program outcomes will be assessed against the following benchmarks. A committee will convene at each of the benchmarks to make decisions on the student or candidate's progress and to make decisions as to whether the students/candidates will continue in the program.

Benchmark I: Admission to Ed.D. Program

Benchmark II: Completion of All Coursework

Benchmark III: Qualifying Examination

During semester VII, after all required coursework (Note: the six hours of internship are not counted in required coursework) is completed, students will take a qualifying examination. The qualifying examination will cover four areas:

- *Governance of Public Schools (ELCF 6300, ELCF 6200);*
- *Management of Public Schools (ELCF 6010, ELCF 6400);*
- *Educational Planning (ELCF 6450, ELCF 6500); and*
- *Research Methodology (ELCF 6050, ELCF 6250, ELCF 6350, ELCF 6550, ELCF 6650)*

Benchmark IV: Admission to Doctoral Candidacy

During semester VII, and provided they have passed the Qualifying Examination, students should apply for admission to candidacy for the Ed.D. (i.e., admission to dissertation status).

Candidacy admission requires:

- *Finding a faculty member to supervise (Chair) the dissertation;*
- *Recruiting a dissertation committee (typically four faculty members, one of whom is outside Chicago State University); and*
- *Writing a summary of the dissertation proposal, that includes a brief description of the problem and the design of the proposed research. (This last item need not be as detailed as the dissertation prospectus that will be submitted to the student's dissertation committee, after admission to candidacy)*

The dissertation is then conducted over the next four semesters.

Benchmark V: Oral Defense of Dissertation

**Program Completion and Graduation
Professional Code of Conduct
Professional Disposition Assessment**

The College of Education is committed to ensuring that all candidates successfully complete their program with the knowledge, skills, and dispositions required to work in educational settings. The professional dispositions for school leaders have been developed and aligned to three sets of standards: Interstate School Leadership Licensure Consortium (ISLLC) standards, Educational Leadership Constituent Council (ELCC) standards, and the Illinois Professional School Leader (IPSL) standards.

Dispositions serve several purposes:

1. to inform newly admitted students about professional dispositions they are expected to exhibit during the duration of the program and beyond;
2. as a formal assessment by the advisor during the first semester of enrollment to assess students' professional dispositions. This assessment will be reviewed regularly throughout the program to assist the student in meeting all required dispositions;
3. as part of the assessment for admission to doctoral candidacy.
4. as part of the assessment for Internship I and Internship II.

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, non-discriminatory behavior, professional ethics, punctuality, reliability, 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 of Education's Admissions 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.

REQUIRED COURSEWORK

| | |
|----------------------|---|
| Semester I | ELCF 6010 Organizational Theory and Educational Leadership (3 hrs.) ELCF 6050 Research and Statistics I (3 hrs.) |
| Semester II | ELCF 6100 Curriculum and Instructional Leadership (3 hrs.) ELCF 6250 Research and Statistics II (3 hrs.) |
| Semester III | ELCF 6150 Philosophical Foundations of Education (3 hrs.) ELCF 6200 Administrative Law (3 hrs.) |
| Semester IV | ELCF 6350 Qualitative Research (3 hrs.) ELCF 6450 Financial Administration (3 hrs.) |
| Semester V | ELCF 6300 Public Policy and Politics of Education (3 hrs.) ELCF 6400 Personnel Administration (3 hrs.) |
| Semester VI | ELCF 6500 Educational Change and School Improvement (3 hrs.) ELCF 6550 Educational Assessment and Evaluation (3 hrs.) |
| Semester VII | ELCF 6600 Critical Issues in Urban Educational Leadership (3 hrs.) ELCF 6650 Seminar in Research and Dissertation Development (3 hrs.) <ul style="list-style-type: none">□ Qualifying Examination□ Admission to Candidacy |
| Semester VIII | ELCF 6700 Clinical Experience I (3 hrs.) ELCF 6990 Dissertation (3 hrs.) |
| Semester IX | ELCF 6710 Clinical Experience II (3 hrs.) ELCF 6990 Dissertation (3 hrs.) |
| Semesters X | ELCF 6990 Dissertation (3 hrs.) |
| Semester XI | ELCF 6990 Dissertation (3 hrs.) |

DESCRIPTION OF REQUIRED COURSES

Semester I

- ELCF 6010** **Organizational Theory and Educational Leadership**
The study of conceptual frameworks to understand and improve the organizational dynamics of educational institutions. Critical examination of theoretical assertions and empirical knowledge. Implications of institutionalized organizational actions on long term quality improvement. *Prerequisite: Admission to Doctoral Program.*
- ELCF 6050** **Research and Statistics I**
Examination of different approaches of educational inquiry and the associated methods. Emphasis is on both descriptive and inferential statistics. *Prerequisite: Admission to Doctoral Program.*

Semester II

- ELCF 6100** **Curriculum and Instructional Leadership**
Exploration and analysis of the basic determinants of curriculum. Social factors that influence curriculum design, current trends and movements, and school reform efforts. The study of curriculum through a historical perspective. *Prerequisite: Admission to Doctoral Program.*
- ELCF 6250** **Research and Statistics II**
Study in intermediate statistical methods normally found in research and work applications. Introduction to regression and factor analysis. *Prerequisites: Admission to Doctoral Program; ELCF 6050*

Semester III

- ELCF 6150** **Philosophical Foundations of Education**
Examination of long-established philosophical traditions, such as idealism, perennialism, essentialism, romanticism, pragmatism, Marxism, empiricism, Confucianism, and perspectivism. Particular emphasis will be given to the application of philosophical theories to educational issues, including, but not limited to, educational leadership. *Prerequisite: Admission to Doctoral Program.*
- ELCF 6200** **Administrative Law**
In-depth critical examination of current legal issues and their educational implications. Cases germane to Illinois school boards including torts/liabilities, contracts, and collective negotiations are emphasized. Additional issues include personnel administration (hiring and firing of staff), grievances, contract administration, and more. *Prerequisite: Admission to Doctoral Program.*

Semester IV

ELCF 6350 **Qualitative Research**
Review of theories, methodologies, and findings of qualitative research. Design and implementation of fieldwork in various research settings: community, institutional, classroom, and life history studies. Examination of issues in qualitative research. *Prerequisite: Admission to Doctoral Program.*

ELCF 6450 **Financial Administration**
In-depth study of the sources of funding for schools in Illinois with a focus on local (real estate) revenues, state funding formulae, and federal funds which are available to elementary and secondary schools, colleges and universities. Exploration of issues in school finance law from the Illinois School Code and Illinois and U.S. Constitutions. *Prerequisite: Admission to Doctoral Program.*

Semester V

ELCF 6300 **Public Policy and Politics of Education**
Macro and micro-level policy formation processes and the models of policy analysis in urban education. Analysis of the institutional and environmental factors influencing policy formation, implementation, and evaluation. Examination of conceptual, philosophical, and ethical issues related to educational policy-making at the national, regional, state, local, and institutional levels. *Prerequisite: Admission to Doctoral Program.*

ELCF 6400 **Personnel Administration**
Exploration and analysis of the history, philosophy, psychological, and sociological factors affecting human resource management. An examination of employee satisfaction, facilitation and management of teamwork, hiring and assignment of staff, staff discipline, management of non-certified and non-teaching personnel, compensation and payroll, and staff development. *Prerequisite: Admission to Doctoral Program.*

Semester VI

ELCF 6500 **Educational Change and School Improvement**
In-depth examination of change process, change strategies, institutionalization of change, school self-renewal, reform programs for changing the organization of school systems, instructional programs, and the roles of educators to improve learning. Exploration of the pivotal role of educational leaders (boards of education, superintendents, college presidents) in educational improvement and building a community of learners. *Prerequisite: Admission to Doctoral Program.*

ELCF 6550 **Educational Assessment and Evaluation**
Exploration of various models of evaluation and assessment. Identification of a topic that impacts upon district-wide assessment, such as school organization, instructional practices, or student achievement, and discussion relative to program effectiveness. *Prerequisite: Admission to Doctoral Program.*

Semester VII

- ELCF 6600** **Critical Issues in Urban Educational Leadership**
Overview of critical issues in educational leadership: organization of urban schools, school violence, vouchers, gender, equity in school finance, reading, integration, affirmative action, critical thinking, multicultural education, national curriculum, values, business, testing, teacher empowerment, mainstreaming, academic freedom, unions, and private schooling. *Prerequisite: Admission to Doctoral Program.*
- ELCF 6650** **Seminar in Research and Dissertation Development**
Development of a dissertation topic. Review and summary of relevant literature. Peer critique. *Prerequisites: Admission to Doctoral Program; ELCF 6050; ELCF 6250; ELCF 6350*
- **Qualifying Examination**
 - **Admission to Candidacy**

Semester VIII

- ELCF 6700** **Clinical Experience I**
Clinical experience for students with Type 75 certificates wishing to have a superintendent endorsement. One hundred clock hours in an educational institution, at the regional, district, or state level.
Prerequisite: Completion of all coursework.
- ELCF 6990** **Dissertation (3 hours)**
Production of a scholarly dissertation that significantly contributes to the body of knowledge in the field. Following admission to candidacy, a doctoral student must enroll in dissertation hours every summer. May be repeated for credit.
Prerequisite: Admission to Candidacy.

Semester IX

- ELCF 6710** **Clinical Experience II**
At least 100 clock hours of directed internship in an educational institution. Same structure as for ELCF 6700. *Prerequisites: Completion of ELCF 6700; Passing the Content-Area Test*
- ELCF 6990** **Dissertation (3 hours)**
Production of a scholarly dissertation that contributes to the body of knowledge in the field. Following admission to candidacy, a doctoral student must enroll in dissertation hours every summer. May be repeated for credit. *Prerequisite: Admission to Candidacy.*

Semester X

ELCF 6990 Dissertation (3 hours)

Production of a scholarly dissertation that contributes to the body of knowledge in the field. Following admission to candidacy, a doctoral student must enroll in dissertation hours every summer. May be repeated for credit. *Prerequisite: Admission to Candidacy.*

Semester XI

ELCF 6990 Dissertation (3 hours)

Production of a scholarly dissertation that contributes to the body of knowledge in the field. Following admission to candidacy, a doctoral student must enroll in dissertation hours every summer. May be repeated for credit. *Prerequisite: Admission to Candidacy*

SUPERINTENDENT'S ENDORSEMENT

The Ed.D. in Educational Leadership coursework, while providing a solid research and instructional leadership and graduate foundations in the urban context, also includes the minimum requirements for the superintendent endorsement:

- Governance of Public Schools (ELCF 6300, ELCF 6200): 6 semester hours;
- Management of Public Schools (ELCF 6010, ELCF 6400): 6 semester hours;
- Educational Planning (ELCF 6450, ELCF 6500): 6 semester hours; and
- Additional graduate degree: 36 semester hours (of which 12 required for superintendent endorsement)

Doctoral candidates with administrative/principal certificates who wish to pursue the superintendent's endorsement will have the opportunity to complete two semesters of internship in the superintendent's environment.

QUALIFYING EXAMINATION

Qualifying Examination Process (Revised: July 20, 2009)

Introduction and Purpose

The policies and procedures described below apply to all students applying to take the Ed.D. in Educational Leadership Qualifying Examination.

The principal purpose of the qualifying examination is to determine the student's eligibility for admission to candidacy. The examination is a test of the student's comprehension of doctoral core course content, capacity to undertake independent research, and ability to think and express ideas clearly. The examination is designed to provide an opportunity for students to integrate and apply knowledge in problem-solving and policy analysis contexts.

Eligibility Requirements

To be eligible to take the qualifying examination, students must have (a) completed all core courses in the Ed.D. in Educational Leadership Program with a GPA of 3.5 or higher, and (b) removed any grade of "Incomplete" on their record. Students must apply by the last official day of the summer semester prior to the fall semester in which they plan to take the qualifying examination.

The Examination Process

The qualifying examination is scheduled on two consecutive week-ends toward the end of Semester VII. On the first week-end, students write on two sections; and on the following week-end, the remaining two sections (see below). Examination copies will be anonymously graded the following 3-5 weeks.

The exam questions are set by a four-member Doctoral Qualifying Examination Committee (DQEC) members all of whom are Ed.D. faculty. The DQEC will also serve as the examination evaluators. DQEC membership changes annually as appointed by the Director of the Ed.D. program.

Students will respond to a total of three (4) questions, one each from Sections A, B, C and D (see sample questions below). On the first week-end, students answer Section A question from 9:00AM to 11:30AM. They pause for 30 minutes, then answer Section B question from 12:00Noon to 2:30PM. On the second week-end, the students answer Section C from 9:00AM to 11:30AM and Section D question from 12:00PM to 2:30PM. Typically, students should expect to answer each question thoroughly (including all sub-questions, if applicable) in 150 minutes. The responses to each question must be (a) written in a separate book.

Sample Qualifying Exam Questions

Section A: Governance of Public Schools (ELCF 6200, ELCF 6300)

1. What frameworks are advanced to define public or policy problems related to public education? Which are most effective in providing for successful governance models?
2. Defend or refute: "Market dynamics and radical decentralization will advance direct accountability between the parent-consumer and [more responsive and diverse] schools."

3. It is commonly accepted that our public schools (both K-12 and postsecondary) reflect conditions in the general society. Yet Americans historically have expressed high hopes for the schools' ability to remedy a variety of social ills. We look to schools to strengthen our particular local communities or to advance our common aims. Compare and contrast views of Jefferson, Dewey, and Freire relative to the role of public schools (including postsecondary options) in addressing social ills.
4. Elaborate on each of the following responsibilities of a school leader by identifying a specific school setting and indicating how, as leader, you would introduce each area of responsibility to faculty and students:
 - a. applying the most up-to-date research on best practices in education when formulating school policy
 - b. formulating school policies that are fair and can be applied equally to all members of a diverse student body
 - c. balancing the varying interests of the large number of stakeholders who have a voice in formulating school policy
 - d. formulating school policies that help prepare students for playing active roles as citizens in U.S. society.

Section B: Management of Public Schools (ELCF 6010, ELCF 6400)

1. The leader of an educational institution wants to promote greater participation of community members in the process of school decision-making. Identify three strategies for how the leader might proceed. Rank order the selected strategies and identify specific strengths and weaknesses of each.
2. Peer coaching has emerged as a valuable method of staff development in educational institutions. First, identify the circumstances for which peer coaching would be the preferred staff development strategy. Secondly, discuss how a peer coaching program could be designed and implemented. Finally, review the concerns and challenges inherent in peer coaching programs for an educational institution of your choice.
3. When formulating policy for a school district, which of the following questions would be most important for district decision makers to consider? Rank order the questions and defend your ranking.
 - a. Do the proposed policies have the support of most stakeholders in the school community?
 - b. Can the proposed policies be implemented within the budget for the current fiscal year?
 - c. Do the proposed policies conform to all relevant state and federal laws and regulations?
 - d. Do the proposed policies reflect current views of educators regarding best practices in education?
4. The No Child Left Behind Act (NCLBA, 2001) requires that test scores be reported separately by students' race and ethnicity, disability status, English-speaking ability, and poverty level. Do you favor or oppose reporting test scores in this way? Defend your position with relevant citations.

Section C: Educational Planning (ELCF 6450, ELCF 6500)

1. Public/Private Partnership (PPP) is a delivery method that has traditionally been used on large infrastructure projects in developing nations, in order to allow more development for less public capital investment while maintaining the overall quality of construction. In recent years, PPP has gained acceptance in the United States as a means of public school finance and construction. Review the PPP method, its fundamental principles, and the various ways it can be employed in the delivery of educational facilities, as well as its advantages and disadvantages.
2. Critically evaluate the educational relevance of Charles Taylor's notion of a "politics of recognition" to the development of the ideal of democratic education as it relates to two of the following:
 - a. Multiculturalism
 - b. Anti-racist education
 - c. Gender differences in child development
 - d. Violence and conflict-resolution in schools
3. In recent years, the U.S. economy has steadily lost basic manufacturing jobs as multinational companies have relocated factories overseas to take advantage of lower labor costs. How might U.S. public schools and/or postsecondary institutions best respond to these changing economic conditions?
4. It is often claimed that curriculum should be organized around the knowledge most worth having. What might be meant by this claim? What is your view on this matter and what might be the implications for education at a clearly defined educational institution of your choice? Support your response with relevant references.

Section D: Research Methodology (ELCF 6350, ELCF 6650)

1. Research design refers to the plan and structure of the investigation used to obtain evidence to answer related questions. Compare and contrast qualitative and quantitative research. Include in your answer the following points of discussion: design, data collection, reading research and evaluating research.
2. Literature review serves as a critique of the status of the knowledge of a carefully defined topic. Discuss in detail the purpose of the literature review, the connection to the conceptual framework of the research, types of literature review searches, standards of adequacy, and the characteristics of a literature review for qualitative research and the characteristics for a literature review for quantitative research.
3. Discuss the following data collection techniques and their application for a research study: cognitive (validity, reliability and tests) and non cognitive (questioning, interviews and observation).
4. Ethical considerations play a role in all research. All researchers must be aware of and attend to ethical considerations related to their studies. Discuss

the key issues related to ethical principles and the safeguards addressed in a research study. Also discuss the various documents included in the research study to address ethical issues. The answer may include but are not limited to the following areas: National Research Act of 1974, Family Educational Rights and Privacy Act of 1974, deception and anonymity.

Results

Students will receive a letter approximately three (3) to five (5) weeks after completion indicating the results of the exam. When all four questions receive a grade of “pass” by a majority of the evaluators, the qualifying examination is considered a “pass.” Successful completion of the qualifying examination constitutes one of the criteria for admission to candidacy status (see below). In the case of a “no-pass,” all or part of the examination may be re-taken as follows:

1. Any student failing one or more questions will be required to retake only that part of the exam that was not passed. Different questions will be provided on the retake examination.
2. A student may not retake the examination until the following fall semester. The date for the retake will be provided.
3. Students have only one chance to retake any part of the exam. A second grade of “no pass” results in dismissal from the Ed.D. program. Students failing the Ed.D. Qualifying Examination should plan to review their academic options with the program director.
4. Exceptions to the retake policy may be granted by the Doctoral Qualifying Examination Committee (DQEC). Requests for exceptions to policy statements noted above will be considered if they are accompanied by an exceptionally strong justification. Requests (including a statement of justification must be made in writing to the DQEC by the student. The Ed.D. Program Director must endorse the request certifying the need for additional consideration. The request must include a sound justification and specify the assistance and/or consideration for which approval is sought.

Other Resources

Although acquisition of assistance from resources beyond those directly found at CSU is permissible, the student is advised that assistance of any kind must be in support of the student’s own work. Assistance from cohort colleagues or other professionals is not permitted. In no case should the work of the qualifying examination be done by persons or organizations other than the student. The student is referred to the CSU Code of Excellence related to academic honesty (CSU Code of Excellence, Graduate Catalog, 2008-2010, p. ii).

Candidacy and Course Loads

Upon successful completion of the qualifying examination, the student must submit the Ed.D. Application for Candidacy (see Appendix B) to the Office of the Ed.D. Program in Educational Leadership. The Application (see Appendix B) will confirm (a) that the Qualifying Examination has been completed successfully,

and (b) that other candidacy related documents are on file. Once the “Admission to Doctoral Candidacy,” has been conferred, the student must remain enrolled continuously in ELCF 6990 (Dissertation) for a minimum of 3 credits per semester until the dissertation is completed. Further, all students must (a) complete a minimum of 12 credit hours of ELCF 6990, and (b) be enrolled in 3 credit hours of ELCF 6990 during the semester of dissertation completion and sign-off.

Preparing for the Examination

Students are encouraged to begin preparing as early as possible.

Recommendations for study advice include the following:

1. Review sample questions and previous examinations.
2. Meet with your advisor and/ELCF faculty to review the format of the exam and develop a reading list.
3. Developing a reading list with the aid of your professors helps to ensure that you are aware of the material to be covered in the exam.
4. Be sure to clear your calendar and any other responsibilities for the entire week of the examination.

Qualifying Examination

For each question, state a central thesis and develop it with a logical argument. Questions often have multiple parts; be sure to answer each part of the question. Schedule your time carefully during the examination so that you can respond fully and adequately to each question. Support and illustrate your answers with contextualized examples and theories learned during the core coursework and beyond. Of greater importance is your ability to identify, analyze, compare, and evaluate the competing concepts and principles related to educational leadership.

Registration for Semester VIII

The DQEC will do everything to ensure that results are communicated to students before the following spring semester (Semester VIII) begins. In the event that the results are not available, all students certified who will have taken the qualifying examination must register for ELCF 6990 (Dissertation) for Semester VIII. Should a re-take of the examination be necessary, the affected student(s) will be withdrawn administratively from ELCF 6990 and scheduled to meet with the Ed.D. Program Director to review the retake options detailed above.

ADMISSION TO CANDIDACY

Candidacy is the official recognition that the student has entered the advanced phase of the doctoral program and is officially authorized to begin formal work on the dissertation. Admission to candidacy may only occur after the student has

passed the qualifying examination, has maintained a grade-point-average of at least 3.5 and has a positive recommendation from the doctoral faculty members. Any incomplete grades must be removed prior to admission to candidacy. When these requirements have been met, students will request admission to candidacy by completing the appropriate application and submitting it to their advisor.

Candidacy and Course Loads

Upon successful completion of the qualifying examination, the student must submit the Ed.D. Application for Candidacy to the Office of the Ed.D. Program in Educational Leadership. The Application will confirm (a) that the Qualifying Examination has been completed successfully, and (b) that other candidacy related documents are on file. Once the "Admission to Doctoral Candidacy" has been conferred, the student must remain enrolled continuously in ELCF 6990 (Dissertation) for a minimum of 3 credits per semester until the dissertation is completed. Further, all students must (a) complete a minimum of 12 credit hours of ELCF 6990, and (b) be enrolled in 3 credit hours of ELCF 6990 during the semester of dissertation completion and sign-off.

DISSERTATION

Dissertation Proposal

The development and defense of the dissertation proposal is an important aspect of the dissertation research. The proposal consists of a draft of the first three chapters of the dissertation. Students will begin writing a practice proposal under the guidance of a doctoral faculty member in *ELCF 6650: Seminar in Research and Dissertation Development*. This course is designed to help the student conceptualize their proposal.

Candidates must adhere to the Institutional Review Board (IRB) guidelines to conduct research that involves human subjects. The IRB at CSU has the institutional responsibility for peer review of research with human subjects under [Federal Guidelines](#). The general purpose of this review is to assure that participants emerge from the experience no worse for wear than they were when they entered the study. If there are risks of harm, be it physical or psychological, in the study protocol, then researchers must be sure that the participants are fully aware of these risks and have not been coerced into their participation. More information on the IRB application process can be obtained at <http://www.csu.edu/irb/>

Ed.D. Dissertation Committee Composition

Ed.D. program dissertation committees include four members:

- Dissertation chair from ELCF
- Faculty member from ELCF
- One external member (selected in consultation with the dissertation committee chair from another institution)
- One member from another CSU college/program outside ELCF

Enrollment in Courses during Dissertation Writing Stage

All doctoral candidates are required to complete 12 dissertation hours while they are completing their dissertation. After completing the 12 hours, candidates who have not completed their dissertation must be continuously enrolled (fall, spring, and summer semesters) until the project is completed. Candidates must enroll in *ELCF 6990: Dissertation* for three semester hours until their statute of limitations expires or they successfully complete the dissertation. Candidates who fail to continuously enroll in ELCF 6990 without formally obtaining a leave of absence will be dismissed from the program. Candidates enrolled in ELCF 6990 will receive a “dissertation in progress” (ID) grade as a final grade each semester. All ID grades will be changed to passing grades (P) once the dissertation is successfully defended and submitted to the Graduate School.

Once it is determined by the candidate’s dissertation chair and committee that the written document is in satisfactory form, an oral defense of the dissertation

will be scheduled. The candidate, in consultation with the dissertation chair, will arrange for an oral defense of the dissertation.

INTERNSHIPS

Superintendent Endorsement

Candidates with the administrative/principal certificate who wish to receive the superintendent endorsement will serve a 2-semester internship (100 clock hours must be completed in an urban setting; and 100 clock hours in a suburban/rural setting), under the guidance of a campus-based supervisor and a site-based supervisor, during the 8th and 9th semesters. Depending on their research interests, career orientation, as well as the requirements of their internship, some candidates may have to apply for a leave of absence from their work. During this period candidates will examine their newly developed assumptions and their analytical approaches within a broad educational system.

Internship Guidelines and Procedures

The internship will provide the candidate with a supervised field experience in educational leadership at the regional, district, state, or national level. The experience should involve the candidate in functions and duties associated with administrative and supervisory roles. Each intern should be permitted to participate in a wide range of these activities.

During Semester VII, the candidate should make a formal application to take the internship by completing the following procedures:

- Submit an application for internship to the Ed.D. Program Director. The program Director will then assign a faculty member to be the candidate's Campus-Based Internship Supervisor.
- Register for the internship course, ELCF 6700 (Semester VIII) or ELCF 6710 (Semester IX).
- The candidate, the campus-based supervisor, and field supervisor (at the agency) will meet to discuss the internship requirements. The three parties will sign an internship agreement that will be filed in the candidate's certification folder.
- Attend an orientation meeting held preceding the actual beginning of the internship.
- Provide documentation of required background check. (Appendix Y)
- Documentation of Type 75 certification

- Documentation from employer of verification of a current administrative position for at least two years prior to internship.

Role of the Intern

The intern is to manage his/her internship in such a way that, upon its completion, he/she will have developed the entry-level competencies necessary to assume a position as a school leader at the highest level. The efficiency with which the program is managed determines the level of satisfaction, confidence and competency the individual takes to his/her initial position in administration. Specifically, the intern's responsibilities for the internship are to:

- Become involved in a number of administrative-supervisory functions at the agency. The specific program and expected outcomes will be determined in an initial meeting of the candidate, the agency supervisor and the supervising professor (Campus-Based Supervisor);
- Complete an internship that meets the basic requirements of the Ed.D. in Educational Leadership Program (see ELCF 6700 and ELCF 6710 course descriptions);
- Attend and participate in all internship meetings called by the On-Campus Supervisor;
- Develop an acceptable internship plan. The plan is considered acceptable when agreed to by the intern, the agency supervisor(s), and the Campus-Based Supervisor;
- Seek assistance from the university supervisor and agency supervisor(s) as needed;
- Act professionally;
- Keep quality of the activities the prime consideration;
- Maintain a daily log of activities during the course of the internship containing not less than 200 clock hours (100 clock hours must be completed in an urban setting; and 100 hours in a suburban or rural setting);
- Join at least one professional organization for school administrators;
- Submit a personal curriculum vita for review by the campus-based supervisor;
- Fulfill successfully all the requirements of the internship plan;

- Spend one day each semester "shadowing" a practicing agency administrator on a different campus than that of the intern. Time should be spent at every level including the agency's administration.

Role of the Campus-Based Supervisor

The university supervisor has the following responsibilities:

- Review with each intern the requirements and/or expectations for the internship experience.
- Meet with the local school district supervisor(s) and the intern to review the role expectations of the intern(s), the local school supervisor(s), and the campus-based supervisor.
- Critique the internship proposal (after it has been critiqued by the agency supervisor) and, when the proposal is acceptable, sign it indicating its acceptance as a plan between the intern and the agency.
- Serve as a resource person to the intern.
- Meet with the intern and his/her agency supervisor(s) as requested by either party.
- Critique the intern's progress throughout the internship and, once the intern has met all of the requirements of the plan, certify to the department that the internship has been satisfactorily completed.

PROFESSIONAL PORTFOLIO

Current hiring procedures for administrative personnel often require submission of a professional portfolio. In order to effectively prepare its candidates for the job market, the Ed.D. in Educational Leadership Program has added a professional portfolio on the list of student assessments.

Essential Elements for the Portfolio: A Guide for Candidates

What Is a Portfolio?

A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the field. Although it is a collection of documents or artifacts, a portfolio is tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional. What's more, artifacts in the portfolio are self-selected, reflecting your individuality and autonomy.

Essential Elements

Portfolios in the Ed.D. in Educational Leadership Program will include artifacts that address the seven standards of the National Council for Accreditation of Teacher Education's (NCATE) Educational Leadership Constituent Council (ELCC) Program Standards for District Leaders (see Standards in the Appendix Section). It is compiled for the expressed purpose of giving others an effective and easy-to-read portrait of your professional competence.

Each portfolio will contain artifacts preceded by a narrative statement that describes, explains and/or reflects the importance and relevance of the artifacts to the professional standards. This will help the reviewers understand the context of your work:

- Documentation and/or evidence of participation in professional development activities at the local, state, regional or national levels.
- Reflection paper(s) related to the dispositions of the profession.
- Professional philosophy about educational administration and leadership.
- Evidence of the impact of the candidate's activities at the local, state, regional or national levels.

Portfolio Organization

1. Title Page
2. Introduction: Write a brief introduction about how you perceive your portfolio, its sections, and the purpose of the reflections
3. Table of Contents
4. Professional Philosophy of Education
5. Section for each of the following standards of NCATE's Educational Leadership Constituent Council (ELCC) Program Standards for District Leaders:
 - Standard 1: Vision
 - Standard 2: Educational Leadership Conducive to Student Learning
 - Standard 3: Management of Organization: Operations, Procedures, and Resources
 - Standard 4: Collaborative Leadership: Family and Community
 - Standard 5: Ethics of Educational Leadership
 - Standard 6: Political, Social, and Cultural Context of Educational Leadership

Standard 7: Internship

6. Other required program documentation.

Portfolio Construction

Portfolios will be constructed and submitted through the student's *Livertext* account. A portfolio template along with specific instructions is provided within the *LiveText* portfolio template.

Graduation Process

THE PROCESS

This is an important time for the student to maintain communications with his/her graduate advisor to resolve any issues that may arise and to verify all the requirements for the degree. The Graduate School will review the student's application and academic record to ensure that he/she is eligible to complete degree requirements.

The application and all applicable data will then be forwarded to the academic department for review and approval. The department will return a signed Graduate Advising Program Planning (GAPP) form indicating that the student will likely graduate in the term applied. Once final grades are posted and any other deficiencies are reconciled, the degree will be posted.

Students can apply for graduation only **after** successful completion of the oral dissertation defense and all conditions, if any, have been completed by the student and approved by the dissertation chair.

The deadline for graduation application is posted each semester on the university calendar. All dates are final. No exceptions will be granted.

THINGS TO KNOW

- All students must pay a \$25 non-refundable graduation processing fee.
- Deadlines are enforced; late applications will summarily be advanced to a future term without notice.
- To be cleared for graduation, students must have no academic or financial obligations to the university.
- Student records are closed to revisions in enrollment, grading, and academic actions upon awarding the degree.
- Once a degree is posted, students are blocked from registering for future semesters; a new admission application will be required to continue as a graduate student.
- Diplomas are issued in person from the Office of Evaluations and Advisement at least eight (8) weeks following the *official* close of the

semester. Requests for mailing must be made in writing and a nominal fee is required.

- The commencement fee cannot be paid in the Graduate School. There are two formal commencement ceremony held each year in December and May for all graduates. Information regarding the commencement time and place of the ceremony and about caps, gowns, is available from the Provost's Office.

ITEMS THAT PREVENT DEGREE POSTING

- If the student is completing a master's thesis or a dissertation, the degree will not be posted until the Graduate School receives the signed copy of the Transmittal form.
- If the student has courses submitted for transfer credit to apply toward the degree requirements, the degree will not be posted until both the department supervising the degree program and the Graduate School have reviewed and approved it. Also, an *official* copy of the external transcript must be on file in the Graduate School.
- If the student's grade point average does not meet or exceed the university's 3.0 GPA minimum exit grade point average requirement, the degree will not be posted.
- If the time required to complete the degree program exceeds the six-year or four-year (Social Work) or two years for international student time limit, the degree will not be posted.
- If any coursework is more than six years old, at the time of graduation closeout and the student has not been approved by the university for an extension of the program or an exception for an aged course, the degree will not be posted.
- If all coursework, including electives, are not completed and graded prior to the final day of the semester in which the student plans to graduate and are not included on the GAPP form, the degree will not be posted.
- If the student received a grade of incomplete (I) grade in a previous or the current semester and it has not been resolved by the end of semester in which the student plans to graduate, the degree will not be posted.
- If the student is formally notified by the Graduate School of any deficiencies or missing information, the degree will not be posted. (Instructions to resolve any deficiencies will be listed in the notification.)

APPENDICES

Appendix A

College of Education Conceptual Framework

The National Council for Accreditation of Teacher Education's (NCATE) *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education*, maintains that "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12)

From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens. Today, all activities in the College are guided by the belief that we Prepare All Candidates To Succeed, which translates into the **PACTS** acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework, which was first adopted during the 2000-2001 academic year. It reflects a shared vision, set forth coherently, with attention to student's professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our student's proficiencies are aligned with professional and state standards and are continually assessed.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate **Professionalism** as knowledgeable and competent practitioners. As professionals, they will exhibit appropriate skills, dispositions, and ability to develop best practices and **Assessments** for effective instruction for K-12 learners in all settings. Our candidates show evidence of requisite **Content** knowledge competencies and proficiencies that incorporate **Technology** to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by **Standards** to maximize the candidate preparedness and to maintain the effectiveness of the unit.

The following statements provide a brief description of each of the PACTS Conceptual Framework Themes:

1. **We prepare education PROFESSIONALS** who possess the knowledge, skills and dispositions to help diverse populations of students learn. Our candidates demonstrate a commitment to lifelong professional development by monitoring and reflecting upon their personal preparation and continuously engaging in activities to stay abreast of current developments.
2. **We equip our candidates with ASSESSMENT** skills techniques, and strategies so they are prepared to plan and evaluate instruction and teach to the strengths and needs of each unique learner across a multiplicity of learning environments. An organized set of benchmarks that align with local, state and national standards defines the assessment path and marks

progress as they matriculate through programs in the unit. Our candidates are prepared to evaluate the impact of instruction by delineating the strengths and weakness of diverse learners in K-12 classrooms.

3. **We ground our candidates in CONTENT** knowledge that equips them with pedagogical and professional skills, and develops their abilities to construct knowledge. They plan, deliver, and assess instruction in ways that make content meaningful to diverse populations of learners. For example, our candidates demonstrate mastery of content in their respective subject areas prior to student teaching through successful performance-on the Illinois Content Area test. They further demonstrate content mastery through professional portfolios that show their ability to integrate and document experiences from multiple learning modalities.
4. **We prepare our candidates to use TECHNOLOGY** in ways that have meaningful impacts on student learning. We develop skills needed to secure technological resources and integrate them into teaching in ways that enhance teacher and learner performance.
5. **We align curricula with local, state and national STANDARDS**, including Illinois Professional Teaching Standards, Illinois Technology Standards for All Teachers, Language Arts Standards for All Illinois Teachers, standards for various national Specialized Professional Associations other accrediting organizations. Course content and objectives for all programs in the unit are based on standards-aligned activities. Further, we prepare our candidates to integrate Illinois Learning Standards (ILS) when they prepare and deliver engaged instructional experiences to K-12 learners as well as when they conduct meaningful interactions in diverse learning environments.

Professional Portfolio and Dispositions: Effective Fall 2009, all candidates in all education-related programs are required to prepare an electronic Professional Portfolio using the *LiveText* course management system in order to meet national accreditation requirements. The Professional Portfolio will consist of key assessment artifacts collected and evaluated via the *LiveText* course management system in all required professional education courses. The key assessments may include, but are not limited to, the following: COE 1: Licensure, COE 2: Content Knowledge, COE 3: Planning, COE 4: Effective Practice, COE 5: Impact on Student Learning / Learning Environment, and COE 6: Professional Portfolio and Dispositions. Programs may require additional key assessments that address standards for their Specialty Professional Associations or other accreditation organizations. In addition, all candidates are expected to abide by the COE Code of Conduct and meet the Dean's Expectations for Professional Dispositions.

Accountability: 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 mid-point or exit-point). Candidates who have unresolved issues at any checkpoint will not be permitted to move to the next stage of the program.

Appendix B

Graduate Advising Program Plan (GAPP)

I Graduate Filing Information:

Last Name _____ First Name _____ CSU ID# _____

Day Phone () _____ Eve Phone () _____ E-mail _____

Mailing Address/Street _____ City/State/Zip _____

II Admission Decision: program admission: term/year _____ Candidacy admission: term/year _____

III Doctoral Degree Requirements (54 semester hours):

| Course No. | Pre-Req | Course Title/Sem Hrs/Field hrs | Course No. (& Title if Transfer* or Substitution) | Institution | Sem Hrs | Grade | Term/Year | Adv Init |
|------------|--|--|---|-------------|---------|-------|-----------|----------|
| ELCF 6010 | Admission to Doctoral Program | Org. Theory & Educational Leadership/3 | | | | | | |
| ELCF 6050 | Admission to Doctoral Program | Research and Statistics I/3 | | | | | | |
| ELCF 6100 | Admission to Doctoral Program | Curriculum and Instructional Leadership/3 | | | | | | |
| ELCF 6250 | Admission to Doctoral Program & Statistics I | Research and Statistics II/3 | | | | | | |
| ELCF 6150 | Admission to Doctoral Program | Philosophical Foundations of Education/3 | | | | | | |
| ELCF 6200 | Admission to Doctoral Program | Administrative Law/3 | | | | | | |
| ELCF 6300 | Admission to Doctoral Program | Public Policy and Politics of Education/3 | | | | | | |
| ELCF 6350 | Admission to Doctoral Program | Qualitative Research/3 | | | | | | |
| ELCF 6400 | Admission to Doctoral Program | Personnel Administration/3 | | | | | | |
| ELCF 6450 | Admission to Doctoral Program | Financial Administration/3 | | | | | | |
| ELCF 6500 | Admission to Doctoral Program | Educational Change & School Improvement/3 | | | | | | |
| ELCF 6550 | Admission to Doctoral Program | Educational Assessment and Evaluation/3 | | | | | | |
| ELCF 6600 | Admission to Doctoral Program | Critical Issues in Urban Educational Leadership/3 | | | | | | |
| ELCF 6650 | Admission to Doctoral Program | Seminar in Research and Dissertation Development/3 | | | | | | |
| ELCF 6700 | | Clinical Experience I/3/100 | | | | | | |
| ELCF 6990 | Admission to Candidacy | Dissertation/3 | | | | | | |
| ELCF 6710 | | Clinical Experience II/3/100 | | | | | | |
| ELCF 6990 | Admission to Candidacy | Dissertation/3 | | | | | | |
| ELCF 6990 | Admission to Candidacy | Dissertation/3 | | | | | | |
| ELCF 6990 | Admission to Candidacy | Dissertation/3 | | | | | | |
| Total | | | | | | | | |

*Attach original transcripts for transfer courses.

Content Area Test: Date _____
 Portfolio: Date passed _____
 Dissertation Completion: Date _____

Doctoral Advisor _____ Date _____

Chairperson _____ Date _____

Graduate Dean _____ Date _____

Appendix D

Application for Admission to Doctoral Candidacy

Part 1. Student Information

| | | | |
|------------------|-------------------|-----------|---------------|
| Last Name | First Name | M. | CSU ID |
|------------------|-------------------|-----------|---------------|

| | | |
|-------------------------|---------------------------|-------------------------|
| Home Telephone # | Office Telephone # | Cell Telephone # |
|-------------------------|---------------------------|-------------------------|

Email address

| | |
|-----------------------------|-------------|
| Signature of Student | Date |
|-----------------------------|-------------|

Part 2. Policy Requirements for Admission to Doctoral Candidacy

For Ed.D. Program Staff Only:

| | | |
|---|--------------------------|-------|
| Qualifying Examination Completed | <input type="checkbox"/> | _____ |
| Dissertation Chair Assigned | <input type="checkbox"/> | _____ |
| ELCF Dispositions Evaluation(s) on File | <input type="checkbox"/> | _____ |

Part 3. Approvals

| | |
|------------------------|------|
| Ed.D. Program Director | date |
|------------------------|------|

| | |
|-----------------------|------|
| ELCF Department Chair | date |
|-----------------------|------|

| | |
|---|------|
| Dean, Graduate and Professional Studies | date |
|---|------|

January, 2009

Appendix F

Internship Experience Supervision Agreement

[] Superintendent Endorsement

[] ELCF 6700: Clinical Experience I

Prerequisite: Admission to Candidacy

[] ELCF 6710: Clinical Experience II

Prerequisites: ELCF 6700/Content-Area Test Results

Name: _____ CSU ID# _____

IL Principal Certificate #: _____

FIELD-BASED SUPERVISING ADMINISTRATOR AND INTERNSHIP LOCATION

| | | |
|----------------------------------|----------|-----------|
| Supervising Administrator's Name | Position | Telephone |
|----------------------------------|----------|-----------|

| | |
|------------------------------|------------------------------------|
| Internship Location (Agency) | District, State, National (Circle) |
|------------------------------|------------------------------------|

| | | | |
|---------------------------|--------|---------|-------|
| Address (Number & Street) | (City) | (State) | (Zip) |
|---------------------------|--------|---------|-------|

BRIEF DEFINITION OF PROJECT AND ITS OBJECTIVES

Candidate's Signature: _____ Date: _____

This Section To Be Signed By Supervisors

I have read the requirements and responsibilities of the parties involved in this internship experience (candidate, on-site supervisor, and on-campus supervisor) and have agreed to supervise the above-mentioned candidate.

On-Campus Supervisor's Name: _____

On-Campus Supervisor's Signature: _____ Date: _____

On-Site Supervisor's Name: _____

On-site Supervisor's Signature: _____ Date: _____

Appendix G

Internship Log of Activities

[] Superintendent Endorsement

Name of Intern: _____ Date: _____

Candidates will conduct a total of 200 clock hours of supervised internship by completing both of the internship experiences identified below. Please check one.

- [] ELCF 6700: Clinical Experience I Prerequisite: Admission to Candidacy
(100 hours in urban setting)
- [] ELCF 6710: Clinical Experience II Prerequisite: ELCF 6700/Content-Area Test Results
(100 hours in a suburban or rural setting)

Total Hours _____

Name of Activity: _____

Location of Activity: _____

ELCC/IPSL Standard (s) Addressed: _____

Description of Activity and its Value: _____

Intern's Signature/Date

On-site Supervisor's Signature/Date

Campus-based Supervisor's Signature/Date

Appendix H

Internship Evaluation

___ Midterm ___ Final

[] Superintendent Endorsement

PLEASE CHECK THE APPROPRIATE CATEGORIES

Educational Leadership

_____ ELCF 6700-Practicum I

_____ ELCF 6710-Practicum II

Name of Student being evaluated: _____ Position: _____

Your Name: _____ Your Title/Position: _____

Check One: _____ University Supervisor _____ Site Supervisor

School/Organization Name: _____ City / State: _____

1 = unacceptable

2 = acceptable

3 = target

Score

| Vision of Learning | | | |
|--|---|---|--|
| Does not articulate or facilitate a vision of learning that promotes student success. | Articulates and facilitates a vision of learning that promotes students' success. | Facilitates a shared vision of learning with students and colleagues that promotes student success. | |
| Culture and Instructional Program | | | |
| Does not demonstrate the knowledge or skills needed to facilitate a positive culture for learning or an effective instructional program. | Facilitates a positive culture and an effective instructional program conducive to student learning and professional growth of staff. | Utilizes leadership and collaboration skills to create a positive culture and an effective instructional program conducive to student learning and professional growth of staff. | |
| Management | | | |
| Does not demonstrate the knowledge or skills needed to effectively manage the organization, operations, and resources. | Demonstrates effective management of the organization, operations, and resources for a safe and efficient learning environment. | Utilizes collaboration, coordination, and communication skills for the effective management of the organization, operations, and resources for a safe and efficient learning environment. | |
| Family & Community Relations | | | |
| Does not collaborate with family and community members to promote the success of all students. | Collaborates with family and community members to promote the success of all students. | Utilizes human relations and communication skills to seek out and collaborate with family and community members to promote the success of all students. | |
| Professional Dispositions | | | |
| Does not demonstrate integrity, fairness, or professional ethics. | Consistently demonstrates integrity, fairness and professional ethics. | Interpersonal relations and administrative duties are carried out with integrity, fairness, and in an ethical manner. | |

1 = unacceptable

2 = acceptable

3 = target

Score

| Student and Staff Needs | | | |
|---|---|---|--|
| Does not demonstrate flexibility and responsiveness to student and staff needs. | Consistently demonstrates flexibility and responsiveness to student and staffs needs. | Utilizes interpersonal and communication skills to respond to and follow-up with student and staff needs. | |
| Teaching and Learning | | | |
| Does not demonstrate the knowledge or skills needed to effectively respond to issues affecting teaching and learning. | Understands and effectively responds to issues affecting teaching and learning. | Suggests and implements strategies for improving teaching and learning. | |
| Planning and Implementation | | | |
| Does not demonstrate the ability to plan, prepare, perform, and reflect on assigned activities. | Plans, prepares, performs and reflects on assigned activities. | Plans, prepares, performs, and reflects on assigned activities in a manner that promotes the success of all students. | |
| Communication Skills | | | |
| Does not demonstrate clear and accurate oral and written communication skills. | Communicates clearly and accurately in both oral and written language. | Utilizes strong oral and written communication skills when performing administrative and instructional duties. | |
| Scores from one to eighteen will require a conference with the Program Facilitator and Department Chair. | | | |

Comments _____

Appendix I

Student Internship Feedback

PLEASE CHECK THE APPROPRIATE CATEGORIES

[] Superintendent Endorsement

Educational Leadership

_____ ELCF 6700-Practicum I

_____ ELCF 6710-Practicum II

Name of person you are evaluating: _____

Their Title/Position: _____

Please evaluate your internship experience on the form below (share any general comments/suggestions on the reverse side of the form).

1 = unacceptable

2 = acceptable

3 = target

Score

| Discussion of Field Experience | | | |
|--|---|---|--|
| Did not discuss my field experience at an initial seminar on campus or during site visits. | Discussed my field experience with me at an initial seminar on campus and during site visits. | Thoroughly discussed my field experience with me and provided time for questions and clarifications at an initial seminar on campus and during site visits. | |
| Syllabus | | | |
| Did not provide me with a written syllabus outlining expectations and requirements. | Provided me with a written syllabus, which outlined expectations and requirements. | Provided me with a written syllabus clearly outlining expectations, requirements, resources, and how I would be evaluated. | |
| Professional Atmosphere | | | |
| Did not facilitate a professional atmosphere of communication, dialogue, and discussion. | Facilitated a professional atmosphere by supporting communication, dialogue, and discussion. | Modeled how to facilitate a professional atmosphere by supporting two-way communication, open dialogue, and respectful discussion. | |
| Feedback | | | |
| Did not share advice or constructive feedback with me on a regular basis. | Shared advice and constructive feedback with me on a regular basis. | Regularly shared advice, constructive feedback, ideas, and tools for improving my performance. | |
| Contact | | | |
| Did not keep in contact with me between visits or provide emergency contact information. | Kept in contact with me, as necessary, between visits and provided emergency contact information. | Kept in regular contact with me between visits, provided me with emergency contact information, and encouraged me to contact him/her as needed. | |
| Professional Development | | | |
| Did not encourage or show interest in my personal and professional development. | Encouraged and showed interest in my personal and professional development. | Encouraged and showed interest in my personal and professional development by sharing meaningful resources and information on professional organizations. | |

1 = unacceptable

2 = acceptable

3 = target

Score

| Guidelines for Administrative Tasks | | | |
|---|---|---|--|
| Did not provide guidelines to perform varied administrative leadership functions and tasks. | Provided guidelines to perform varied administrative leadership functions and tasks. | Provided clear and helpful guidelines which gave me confidence in performing various administrative leadership functions and tasks. | |
| Site Visits | | | |
| Did not visit me on site at least three times a semester. | Visited me on site at least three times a semester. | Arranged at least three visits during the semester and spent a meaningful amount of time with me on each visit. | |
| Campus Meetings | | | |
| Conducted less than four meetings on campus. | Conducted at least four meetings on campus. | Conducted four or more constructive meetings on campus, which provided time for dialogue with peers. | |
| Communication | | | |
| Did not facilitate coordination or communication between me, my site supervisor, and other ELCF faculty involved in my administrative/instructional leadership development. | Facilitated coordination and communication between me, my site supervisor, and other ELCF faculty involved in my administrative/instructional leadership development. | Facilitated and maintained clear lines of coordination and communication between me, my site supervisor, and other ELCF faculty involved in my administrative/instructional leadership development. | |
| Guidelines for Program Completion | | | |
| Did not provide me with appropriate guidelines for program completion. | Provided me with appropriate guidelines for program completion. | Provided clear guidelines, discussed them with me, and referred to them throughout the practicum. | |
| Professional Dispositions | | | |
| Did not discuss how to refine my professional dispositions. | Provided regular assistance and feedback for refining my professional dispositions. | Facilitated dialogue, provided feedback, and helped me strategize ways to refine my professional dispositions. | |
| Journaling | | | |
| Did not assist me with creating a constructive journal or gaining insight from my entries. | Provided tools and strategies for constructive journaling as well as reflecting and gaining insight from my entries. | Assisted me with creating a constructive journal as well as how to use my journal entries as a tool for analyzing administrative / instructional problems, concerns, and successes. | |

Comments

Appendix J

Institutional Review Board (IRB) Application

Principal Investigator:
 Department:
 Department Address:
 Email Address:
 Phone Number:
 CSU Extension:
 Study Coordinator/Additional Contact Person:
 Study Coordinator/Additional Contact Phone:

Project Title: _____

I am requesting (please check one): **Exempt / Expedited Review** or **Full Committee Review**

| | |
|---|--|
| Total Number of Subjects to be Enrolled: (Please check all that apply) | Gender Breakdown: (if known) Males Females |
| If your study proposes to include any of the following study subjects, indicate in the box below and include the proposed number of each: | If your study proposes to include any of the following items, indicate in the box below: |
| <input type="checkbox"/> Minors (under age 18) | <input type="checkbox"/> Human Tissue Sample |
| <input type="checkbox"/> Pregnant Women / Fetuses | <input type="checkbox"/> Other |
| <input type="checkbox"/> Prisoners | |
| <input type="checkbox"/> Cognitively Impaired | |
| <input type="checkbox"/> Other | |

Assurance: _____

The undersigned assures that protocols involving human subjects described in this application are complete and accurate, and are consistent with applicable protocols submitted to any external funding agencies. All protocol activities will be performed in accordance with Chicago State University institutional guidelines and any applicable State and Federal regulations. Research conducted by CSU researchers falls under the purview of the University even when conducted elsewhere. Research at international sites must receive approval by the local equivalent of the IRB. The CSU IRB requires documentation of this "local approval" before they can receive IRB approval. No activities involving the use of human subjects can be initiated without prior review and approval by the Chicago State University Institutional Review Board.

 Signature of Principal Investigator Date Signature of Department Chair(s) Date

If this is a Student Project: Signature of Supervising Faculty / Date: _____

FOR CSU IRB USE ONLY:

Primary Reviewer: _____ Date Received: _____

Approved by IRB Chair: _____ Date: _____ IRB #: _____

Institutional Review Board (IRB) Application (Page 2)

- I. **Research Plan:** The research plan should contain a brief explanation in lay language (non-technical terminology) sufficient information needed for the evaluation of the project independent of any other document. The research plan should explain the purpose and relevance of the study, design of the study, expected outcomes, inclusion and exclusion criteria for the recruitment of research subjects, and plans to monitor the safety and privacy of the subjects. If deception is used, please justify its use.
- II. **Recruiting and Consent Process:** The process for obtaining informed consent must be considered by the IRB. This includes who, when, where, how, and any special circumstances pertinent to the process. The Principle Investigator is responsible for all aspects of the consent process regardless of any delegation of duty. Please provide detailed information regarding how subjects will be identified, who will approach them regarding potential participation in the study, and in cases of subjects lacking decisional capacity, when and how informed assent will be obtained. Please explain how the participant's anonymity will be preserved (if applicable) and/or how confidentiality will be maintained. If your research involves a non-English speaking population, please submit copies of the appropriate consent forms in both languages.
- III. **Risks:** The IRB must review and find that research risks are reasonable in relation to the anticipated benefits to subjects or others. Explicit consideration must be given to all risks. For example, physical, psychological, emotional, legal, social or financial risks of the participants. Risks related to privacy and confidentiality should be considered as well. Please explain any and all procedures taken to minimize risk.
- IV. **Benefits:** Describe potential benefits to study participants and/or humanity that may result from participation in the study. *N.B.* Compensation for participation is not a benefit.
- V. **Alternatives to Participation:** Describe any alternatives to participation including currently accepted practices or treatments. *N.B.* Non-participation is a reasonable alternative.
- VI. **Other Issues:** Please describe any potential conflict of interest or financial benefit that the investigator might benefit from or any other relevant information deemed relevant to IRB consideration.

Institutional Review Board (IRB) Application (Page 3)

Investigator Agreement

Please read and initial each of the following items in the space provided:

- I agree to conduct the study in accordance with the relevant, current protocol and will only make changes in a protocol after notifying the sponsor and the CSU IRB, except when necessary to protect the safety, rights, or welfare of the research participants.
- I agree to personally conduct or supervise the described investigation.
- I agree to ensure that all of the requirements relating to the recruitment and consent process are met.
- I agree to report to the sponsor and the CSU IRB any adverse experiences and/or events that occur during the course of the experiment.
- I agree to ensure that all associates, colleagues, and employees assisting in the conduct of the study are informed about their obligations consistent with and in meeting the above commitments.
- I agree to maintain adequate and accurate records in accordance with IRB regulations and to make those records available for inspection in accordance with those regulations.
- I ensure that I will submit a request for initial and continuing review and approval to the CSU IRB within the appropriate period of review.
- I agree to report promptly to the IRB any and all changes in the research activity and all unanticipated problems involving risk to the participants and/or others.
- I agree to comply with all other requirements regarding the ethical and legal obligations of clinical investigators and all other pertinent requirements found in the IRB regulations.
- I agree to submit a copy of the final report of the results and a summary of those results upon completion of the study.
- I agree to attach a *Certificate of Completion* from the NIH “Human Participant Protection” website dated during the previous two years to the completed application materials. A link to this website is accessible at the CSU IRB webpage.

The CSU IRB reserves the right to audit any/all IRB approved protocols to inquire about the progress of the study, inspect accrued consent documents, inspect accrued data, and/or observe the consent and recruitment process utilized. The Principal Investigator must cooperate fully with the IRB staff in making such visits.

Signature of Principal Investigator

Signature of Supervising Faculty

Print Name

Print Name

Date

Date

Institutional Review Board (IRB) Application (Page 4)

**Submit application materials to:
IRB Coordinator
Chicago State University**

Please read these instructions carefully.

Answer all questions as completely as possible.

Improper submissions can result in delayed reviews.

All submissions must be typewritten or word-processed.

No handwritten applications will be accepted.

- I. Please submit the following materials: for a study that requires full-board review, you will need an original signed and dated application form, the protocol, consent documents, advertisements and recruitment materials, along with *ten copies* of the original signed and dated submission materials. In addition, **please submit one electronic copy to the following address: pcronce@hotmail.com**. (The protocol may be a research proposal, grant, survey, request for exemption for pedagogical use, or any other similar material). For studies that may be expedited or exempt from a full-board review, please submit an original signed and dated application form, the protocol, consent documents, advertisement and recruitment materials along with *two hard copies* and *one electronic copy* to the email address listed above. For more information if you are uncertain about which form to submit, please contact the IRB Chair, **Dr. Rachel Lindsey at 995-2105**.
- II. For more information regarding *the status of your submission*, please contact the IRB Coordinator, **Dr. Rachel Lindsey at 995-2105**.
- III. If any application materials are incomplete or missing on the date of the submission deadline, the protocol will not be considered at the scheduled meeting date.
- IV. If you require samples of completed protocol submissions, consent forms, criteria for exemption or expedited review, or any other materials required for submission, sample packets are located outside the **Office of the IRB Chair, Dr. Rachel Lindsey in HWH 330**.
- V. See attached checklist of items required for protocol submission

Institutional Review Board (IRB) Application (Page 5)

Application Checklist

**Submit application materials to:
IRB Coordinator
Chicago State University**

Please read these instructions carefully.

Answer all questions as completely as possible.

Improper submissions can result in delayed reviews.

All submissions must be typewritten or word-processed.

No handwritten applications will be accepted.

1. Original Signed, Dated and Completed Application Form for Initial Review including all relevant appendices and appropriate departmental signatures required for approval
2. Copies of Separate Protocol including relevant Grant/Contract application (where applicable) and Sponsor's protocol (when applicable) including signature pages
3. Copies of all Supporting documents including letters of support and approval notices from other institutions (including other performance sites)
4. Copies of all recruitment materials (advertisements/flyers) and CSU-specific consent/assent documents (in all appropriate languages where applicable)
5. If your research will involve subjects from the Veterans Administration Chicago Healthcare System (VACHCS), include a VA Consent Form using VA Form 10-1086
6. Copies of all questionnaires, survey instruments, interview guides, discussion guides, verbal instruction guides, and/or data collection instruments that will be used.
7. Copy of PI's *curriculum vitae* and resume for other coordinators or study personnel.
8. Retain a copy of the application for your records (Investigator's file)
9. Submit the appropriate number of copies and original documents;

A. Full Board Review (for research involving greater than minimal risk): will require the original plus (10) collated copies of the original in addition to one digital copy of the submission. Please note that only (3) copies need to contain sponsor protocols, investigational brochures, grant proposals.

B. Expedited Review (for research that involves no greater than minimal risk): will require the original plus (2) collated copies of the original in addition to one digital copy.

10. If you have any questions, please do not hesitate to call the IRB Chair at (773) 995-2105 or the IRB Coordinator at (773) 995-4450.

Appendix K

Dissertation Committee Agreement Form

Instructions: Please complete the Student Information requested below and ask your committee chair and members to sign and date as indicated. Once you have obtained all of the committee members' signatures/dates, submit this form to the office of the Director of the Ed.D. Program so that signatures representing the Program, Department, and the Graduate School signatures can be obtained and filed.

Student Information:

| | | | |
|--|------------|----------------|---------------|
| <input type="radio"/> Ms. <input type="radio"/> Mr. | | | |
| | First Name | Last Name | CSU ID Number |
| | | | |
| | | | |
| Address | City | State ZIP | Day Telephone |
| | | | |
| | | | Email |

Title of Proposed Study:

| |
|--|
| |
| |

Dissertation Committee Member Signatures (please see the reverse side of this form for a more thorough description of the eligibility requirements for each of the committee members).

| | | |
|-----------------------------------|-----------|------|
| | | |
| Dissertation Chair (print) | Signature | Date |
| | | |
| ELCF Committee Member (print) | Signature | Date |
| | | |
| CSU Committee Member (print) | Signature | Date |
| | | |
| External Committee Member (print) | Signature | Date |

Program/Department/Graduate School Signatures:

| | | |
|--------------------------|-----------|------|
| | | |
| Program Director (print) | Signature | Date |
| | | |
| ELCF Chair | Signature | Date |
| | | |
| Graduate School Approval | Signature | Date |

Dissertation Committee Agreement Form (Con't.)

The Dissertation Chair

The dissertation chair acts as the chair of the committee and is responsible for the general direction of the study with the close collaboration and cooperation of the other members of the committee. The dissertation chair assists the student in the theoretical and conceptual foundation of the total design of the dissertation (the preliminary proposal, proposal, and report). The dissertation chair reviews (a) the initial concept of the proposed dissertation research, (b) the various proposal drafts, and (c) the final report before these components are shared with the other committee members.

The ELCF Committee Member

In addition to the dissertation chair, one faculty member from the department of educational leadership, curriculum and foundations is appointed to each doctoral dissertation committee. This committee member provides substantive advice including suggestions on design, organization, and writing style. In addition, the ELCF faculty member has the responsibility to ensure that the project conforms to the overall standards of the ELCF doctoral program.

The CSU Committee Member

The third member of the student's dissertation committee is a representative of the CSU faculty outside the department of ELCF. The CSU Committee Member may be a faculty member in the College of Education or any other recognized college, school or program within the university. Like all members of the dissertation committee, the CSU faculty member is selected in consultation with the dissertation chair and has the responsibility to ensure that the project conforms to CSU and graduate school policies.

The External Committee Member

The fourth and final member of the student's dissertation committee is a faculty member representing an institution other than CSU. Selected in consultation with the dissertation chair, the external committee member has the responsibility to ensure that the project is representative of doctoral work both within CSU and at peer institutions. Further, in special cases, a fifth committee member may be selected (with the approval of the dissertation chair) to provide areas of expertise and experience not otherwise available within CSU.

Appendix L

Results of Dissertation Proposal Hearing

FROM THE FACULTY OF THE DEPARTMENT OF:

This is to certify that the dissertation proposal of _____
(Name of student)

was approved at the proposal Hearing held: _____
(Date)

Dissertation Chair

Dissertation Co-Chair (if applicable)

Member

Member

Member

Member

Appendix N

Request for Extended Thesis/Dissertation Credit

Your request must be signed by the chair of your thesis/dissertation committee and submitted to the Graduate School for approval. The request should include a statement of the number of hours being requested. With special approval, up to 9 hours of credit can be applied toward fulfillment of degree requirements.

| | | |
|---------|-------|------------------------|
| _____ | | _____ |
| Name | | Social Security Number |
| _____ | | _____ |
| Street | | Apartment |
| _____ | _____ | _____ |
| City | State | Zip Code |
| _____ | | _____ |
| Program | | Degree |

State your request clearly and provide a substantive explanation of why more than the required number of semester hours of thesis/dissertation credit is appropriate for your research. Attach a page to this form if more space is needed. Explanation must address the scope and complexity of your project.

Candidate's Signature: _____ *Date:* _____

RECOMMENDATION OF DISSERTATION CHAIR: _____

ACTION BY GRADUATE SCHOOL: _____

Appendix O

The Graduate Dean's Representative (Outside Reader)

The Graduate School Representative (Outside Reader) has a dual role at the defense of dissertations. First the representative offers the student a reading of the student's work from the perspective of a non-specialist and second, the reader observes the procedures employed during the oral defense. Although the Graduate School Representative is not a voting member of the committee; he or she offers a valuable perspective on the candidate's work, especially when the degree candidate intends to prepare the manuscript for publication. Selected by the Dean of the Graduate School, the outside reader will be an active participant in the student's defense by asking questions and providing feedback to the candidate.

The predefense version must be given to the reader at least two weeks prior to the defense in order to give him/her ample time to make comments to the student about the manuscript. The committee chair shall ensure that this opportunity is provided.

In summary, the Dean's Representative will:

1. Be another faculty member in another department at the university or may be a key expert in the field of inquiry.
2. Be appointed before the scheduled Oral Defense.
3. Read the student's predefense version and comment on the soundness of the research; suggest revisions that will make the student's work most effective.
4. Be required to attend the oral presentation and question the committee. The student's conduct with the outside reviewer should function at the most professional level possible.

The Graduate School Representative is invited to submit written comments to the Dean of the Graduate School on the quality of the student's dissertation/document and defense and on the procedures that were followed. Upon review, the dean of the Graduate School will inform the committee chair and the degree candidate in advance of the defense of the reader's comments.

Appendix P

Outside Reader's Dissertation Report

To be completed in preparation for the oral defense of the master's thesis or doctoral dissertation. Once the oral defense is completed, please use this form to file a brief report with the Graduate School and report in one week from the defense date. Thank you for your cooperation. Your comments will be shared with the program director.

STUDENT INFORMATION

NAME _____ DIRECTOR _____

PROGRAM _____ DEGREE SOUGHT _____

ORAL DEFENSE DATE _____ TIME _____ LOCATION _____

THESIS OR DISSERTATION TITLE _____

Part I: Please provide a brief critique of the strengths and weaknesses of the dissertation.

Part II: Please respond to the following questions. If you respond "no" to any question, please elaborate below or on a separate sheet of paper.

| | YES | NO |
|--|-----|----|
| Did the student successfully defend the dissertation (thesis)? | | |
| Were all committee members present? | | |
| Was the draft submitted to members 2 weeks in advance? | | |
| Was the defense properly conducted? | | |
| Do you agree with the results of the committee? | | |

Signature of Outside Reader

Date

Appendix Q

Registration of Thesis/Dissertation Title

Name of Student: _____ CSU ID#: _____

Program: _____

The Dissertation Proposal for the above named student was reviewed by the
Dissertation/Thesis Committee and was approved on _____
Date

University Compliance (if using live animals, Recombinant DNA, contact the Department of Biological Sciences)

- I will use Human Subjects; I will use non-Human Subjects; Not Applicable;
- Institutional Review Board (IRB) Approval Granted (attach copy of approval letter)
 Institutional Review Board (IRB) Review is Pending (submit when received)

Nature of Research (briefly describe information-gathering method and sources to be used)

Candidate's Signature

Date

Approved by Dissertation Committee:

Chairperson, Dissertation Committee (Signature required)

Print Name

Co/Chairperson, if applicable (type names)

Member (type names)

Member (type names)

Member (type names)

Member (type names)

Member (type names)

Approved: _____
Dean of Graduate School

Date

Appendix R

Transmittal & Certification of the Doctoral Dissertation

Students:

After obtaining the last signature, take at least four copies to the library to pay the binding, microfilming and other appropriate fees. The library representative will not accept your copies unless all signatures have been obtained. The library representative's signature indicates not only that the fee was paid, but also that needs of the library are met (e.g., suitable paper quality).

Student _____ CSU ID#: _____

Address _____

Telephone _____

Dissertation Title: _____

When all signatures have been obtained and copies have been deposited with the library, return this form to the Graduate School.

Signatories

My signature below indicates that I have read and carefully examined this manuscript submitted in partial fulfillment of the requirements for the doctoral degree and that it meets program and university requirements. **Do not sign until the signature above yours has been obtained.**

1. Dissertation Director _____ Date _____

2. Program Director _____ Date _____

2. Department Chair _____ Date _____

3. Dean of Graduate School _____ Date _____

Librarian:

The above named student will submit _____ copies of the dissertation for binding. Please notify student at address or telephone number above when the manuscript is ready.

Receipt# _____ Binding Fee Paid: \$ _____ (Cashier: Please deposit in account # XXX)

The above-named student has paid _____ for publication of the dissertation and abstract or abstract only. A completed Doctoral Dissertation Agreement Form is attached.

Receipt# _____ (Cashier: Please deposit in account# XXXXX)

6. Received by _____ on _____

Note: Five (5) bound copies are required: (1) Library archives (2); (2) Graduate School (1); (3) program's/ departmental office (1); (4) Student copy (1). *If you would like additional copies, please make arrangements with the library staff.*

Appendix S

Grievance Procedure

The aggrieved student and concerned faculty member will seek to clarify issues and resolve the conflict through personal conference and mediation. Should the student wish further redress, the following procedures are recommended:

1. The aggrieved student must initiate the procedure by submitting a written statement listing the specific grievances to the Chair of the Department of Educational Leadership, Curriculum and Foundations.
2. Copies of the grievance will be given to a grievance screening board consisting of five members. A Chair elected from the general faculty, two of the student's peers, and two faculty members selected at random.
3. The screening board will have the responsibility to (a) determine the legitimacy of the student's allegation, and (b) make a recommendation for the further review or dismissal of the student's petition.
4. Upon recommendation for further review, notification will be sent to the Grievance Committee. The Chair will set a formal hearing place and time, thus activating the Grievance Committee. The Grievance Committee should consist of eight members. Three faculty members, three students from the Department of Educational Leadership, Curriculum and Foundations, the Chair of the Grievance Committee and the Chair of the Department who will serve as an ex-officio member.
5. The Grievance Committee will be given a minimum of two weeks to become fully acquainted with the complexities of the case and the documents germane to the petition.
6. Under ordinary circumstances no person other than the aggrieved student, the concerned faculty member, and the Grievance Committee will be in attendance at the hearing.
7. Upon written request to the Grievance Committee Chair, the student and/or faculty member may be permitted one (1) additional person present at the hearing. This person may be permitted to speak on behalf of the individual.
8. After full and exhaustive consideration of the issues, the Grievance Committee will render a decision and notify the parties concerned within one (1) week of the date of the hearing.
9. The Committee may make recommendations for changes in policy of procedures to appropriate departmental and divisional committees or individual faculty.
10. An audio recording should be made of the hearing and made available to the faculty member or the student upon request.
11. A report of the grievance transaction and the audiotape should remain on permanent file with the Department Chair.
12. The student may appeal the decision of the Department by submitting a copy of the Department's recommendation and decision with a letter of dissent to the College Committee.

Appendix T

Application for Graduation/Program Closeout

The Graduate School, New Academic Library Suite 234. • Tel: 773/995-2404. Fax: 773/995-3671.

THE PROCESS

This is an important time for the student to maintain communications with his/her graduate advisor to resolve any issues that may arise and to verify all the requirements for the degree. The Graduate School will review the student's application and academic record to ensure that he/she is eligible to complete degree requirements.

The application and all applicable data will then be forwarded to the academic department for review and approval. The department will return a signed Graduate Advising Program Planning (GAPP) form indicating that the student will likely graduate in the term applied. Once final grades are posted and any other deficiencies are reconciled, the degree will be posted.

THINGS TO KNOW

- All students must pay a \$25 non-refundable graduation processing fee.
- Deadlines are enforced; late applications will summarily be advanced to a future term without notice.
- To be cleared for graduation, students must have no academic or financial obligations to the university.
- Student records are closed to revisions in enrollment, grading, and academic actions upon awarding the degree.
- Once a degree is posted, students are blocked from registering for future semesters; a new admission application will be required to continue as a graduate student.
- Diplomas are issued in person from the Office of Evaluations and Advisement at least eight (8) weeks following the *official* close of the semester. Requests for mailing must be made in writing and a nominal fee is required.
- The commencement fee cannot be paid in the Graduate School. There is two formal commencement ceremony held each year in December and May for all graduates. Information regarding the commencement time and place of the ceremony and about caps, gowns, is available from the Provost's Office.

ITEMS THAT PREVENT DEGREE POSTING

- If the student is completing a master's thesis or a dissertation, the degree will not be posted until the Graduate School receives the signed copy of the Transmittal form.
- If the student has courses submitted for transfer credit to apply toward the degree requirements, the degree will not be posted until both the department supervising the degree program and the Graduate School have reviewed and approved it. Also, an *official* copy of the external transcript must be on file in the Graduate School.
- If the student's grade point average does not meet or exceed the university's 3.0 GPA minimum exit grade point average requirement, the degree will not be posted.
- If the time required to complete the degree program exceeds the six-year or four-year (Social Work) or two years for international student time limit, the degree will not be posted.
- If any coursework is more than six years old; at the time of graduation closeout and the student has not been approved by the university for an extension of the program or an exception for an aged course, the degree will not be posted.
- If all coursework, including electives, are not completed and graded prior to the final day of the semester in which the student plans to graduate and are not included on the GAPP form, the degree will not be posted.
- If the student received a grade of incomplete (I) grade in a previous or the current semester and it has not been resolved by the end of semester in which the student plans to graduate, the degree will not be posted.
- If the student is formally notified by the Graduate School of any deficiencies or missing information, the degree will not be posted. (Instructions to resolve any deficiencies will be listed in the notification.)

Appendix U

Alumni Information Request Form

Please provide the following information:

CSU Student ID Number _____

Last Name _____ First Name _____ Middle Name _____

Email Address: _____ Telephone: _____

Mailing address after graduation: _____

City _____ State _____ Zip Code _____

Occupation after graduation: _____

If married, name of spouse (include maiden name) _____

Appendix V

Graduation Application (Degree Audit)

The Graduate School, New Academic Library Suite 234. Tel: 773/995-2404. Fax: 773/995-3671.

Please print in ink and submit to the above address by the published deadline. Deadlines for filing are published each term in the CSU Class Schedule Bulletin. A \$25 nonrefundable-processing fee is required. Students may pay with cash/check/money order at the Cashier's window, Cook Administration Building, 2nd floor. **Payment by check or money order only may be made in the Graduate School.**

Other pertinent information: The graduate advisor's signature is required to file. Students in programs leading to teacher certification must also have this form stamped by the Teacher Certification Office (ED 208). No applications will be accepted without these approvals. *Also, obtain a copy the program of study (Graduate Advising Program Planning/GAPP) form to attach to this form.* It is the responsibility of the student to remove all deficiencies or conditions associated with degree audit and/or graduation. If for any reason requirements are not met in the term applied, it is necessary for the student to refile. Students are responsible for any increase in fees.

| | | |
|--|---|--|
| Term Completing: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year _____ | | |
| First Name: | Middle Name: | Last Name: |
| ID#: | Day Phone: | Home Phone: |
| Street Address: | | |
| City, State, Zip Code: | | |
| Name to appear on diploma: LEGAL NAME OF RECORD , as shown on all official <i>university</i> documents. | | |
| Check the degree you expect to receive: | | |
| <input type="checkbox"/> Master of Arts (MA) | <input type="checkbox"/> Master of Social Work (MSW) | |
| <input type="checkbox"/> Master of Arts in Teaching (MAT) | <input type="checkbox"/> Master of Occupational Therapy (MOT) | |
| <input type="checkbox"/> Master of Science in Education (MSED) | <input type="checkbox"/> Doctor of Education (Ed.D.) | |
| <input type="checkbox"/> Master of Fine Arts (MFA) | <input type="checkbox"/> Certificate Program (Graduate) | |
| <input type="checkbox"/> Master of Science (MS) | <input type="checkbox"/> Other | |
| Program: | Concentration: (if applicable) | |
| No. of Hours Completed in Program _____ | Hours to be Completed: _____ | Cumulative G.P.A _____ |
| Have you passed your Comprehensive Exam or Qualifying Exam? | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If yes, when? (month/year) _____ | If not, expected date of completion (month/year) _____ | |
| Have you completed a culminating requirement, e.g. Thesis, Project, or Dissertation? | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Will/Did you complete a special teaching experience as required for some MSED programs? <input type="checkbox"/> Yes <input type="checkbox"/> No | Date of Completion? _____ | |

| | |
|---------------------|------|
| Student's Signature | Date |
|---------------------|------|

| Recommended by: | |
|-----------------------------|------|
| Graduate Advisor (required) | Date |

| Approved by: | |
|-------------------------|------|
| Dean of Graduate School | Date |

| | |
|-------------------------------|------|
| Teacher Certification Office* | Date |
| | |

| | |
|----------------------------|-------|
| Graduate School Use | |
| Amount Paid: | _____ |
| Processing Receipt No. | _____ |
| Check Fee: | _____ |

*All students completing a program in either: School Counseling, Reading, Library Science, General Administration, Special Education or any program leading to initial certification must first have this form stamped by the Teacher Certification Office (ED 208). Non-stamped forms will be returned.

Appendix W

Professional Dispositions Assessment for School Leaders

The professional dispositions for school leaders are listed below and have been aligned to three sets of standards: Interstate School Leadership Licensure Consortium (ISLLC) standards, Educational Leadership Constituent Council (ELCC) standards, and the Illinois Professional School Leader (IPSL) standards.

This form serves several purposes:

1. to inform newly admitted students about professional dispositions they are expected to exhibit during the duration of the program and beyond;
2. as a formal assessment by the advisor during the first semester of enrollment to assess students' professional dispositions. This assessment will be reviewed regularly throughout the program to assist the student in meeting all required dispositions;
3. as part of the assessment for admission to doctoral candidacy.
4. as part of the assessment for Internship I and Internship II.

Student's Name: _____

CSU ID#: _____

Please check one:

Benchmark: **Admission to Program (awareness)** Date _____
Student's Signature _____

Comments: _____

First semester Assessment Date Assessed _____
Advisor's Signature _____
Student's Signature _____
Add'l Review Dates: _____
Comments: _____

Admission to Doctoral Candidacy Date Assessed _____
Advisor's Signature _____
Student's Signature _____

Based on the evidence recorded in this assessment, the student has demonstrated overall professional dispositions at the following level:

_____ Unacceptable _____ Acceptable _____ Target

Internship I Date Assessed _____
Supervisor's Signature _____
Student's Signature _____
Comments: _____

Internship II

Date Assessed _____

Supervisor's Signature _____

Student's Signature _____

Based on the evidence recorded in this assessment, the student has demonstrated overall professional dispositions at the following level:

_____ Unacceptable

_____ Acceptable

_____ Target

ISLLC Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The applicant/student believes in, values and is committed to:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | the educability of all students. |
| <input type="checkbox"/> | <input type="checkbox"/> | a school vision of high standards of learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | continuous school improvement. |
| <input type="checkbox"/> | <input type="checkbox"/> | the inclusion of all members of the school community. |
| <input type="checkbox"/> | <input type="checkbox"/> | ensuring that students have the knowledge, skills, and values needed to become. |
| <input type="checkbox"/> | <input type="checkbox"/> | providing opportunities that enhance adults' success. |
| <input type="checkbox"/> | <input type="checkbox"/> | a willingness to continuously examine one's own assumptions, beliefs, and practices. |
| <input type="checkbox"/> | <input type="checkbox"/> | completing the work required for high levels of personal and organizational performance. |

ISLLC Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The applicant/student believes in, values and is committed to:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | student learning as the fundamental purpose of schooling. |
| <input type="checkbox"/> | <input type="checkbox"/> | the proposition that all students can learn. |
| <input type="checkbox"/> | <input type="checkbox"/> | the variety of ways in which students can learn. |
| <input type="checkbox"/> | <input type="checkbox"/> | life-long learning for self and others by participating in professional organizations and keeping current with research in their fields. |
| <input type="checkbox"/> | <input type="checkbox"/> | professional development as an integral part of school improvement. |
| <input type="checkbox"/> | <input type="checkbox"/> | the benefits that diversity brings to the school community. |
| <input type="checkbox"/> | <input type="checkbox"/> | a safe and supportive learning environment. |
| <input type="checkbox"/> | <input type="checkbox"/> | preparing students to be contributing members of society. |
| <input type="checkbox"/> | <input type="checkbox"/> | promoting student learning and professional growth through of technology. |

ISLLC Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

The applicant/student believes in, values and is committed to:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | making management decisions to enhance learning and teaching. |
| <input type="checkbox"/> | <input type="checkbox"/> | taking risks to improve schools. |
| <input type="checkbox"/> | <input type="checkbox"/> | trusting people and their judgments. |
| <input type="checkbox"/> | <input type="checkbox"/> | accepting responsibility. |
| <input type="checkbox"/> | <input type="checkbox"/> | maintaining high-quality standards, expectations, and performances. |
| <input type="checkbox"/> | <input type="checkbox"/> | involving stakeholders in management processes. |
| <input type="checkbox"/> | <input type="checkbox"/> | creating a safe environment. |
| <input type="checkbox"/> | <input type="checkbox"/> | using current technologies to support management functions. |

ISLLC Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

The applicant/student believes in, values and is committed to:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | creating schools that operate as an integral part of the larger community. |
| <input type="checkbox"/> | <input type="checkbox"/> | collaborating and communicating with families. |
| <input type="checkbox"/> | <input type="checkbox"/> | involving families and other stakeholders in school decision-making processes. |
| <input type="checkbox"/> | <input type="checkbox"/> | the proposition that diversity enriches the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | families as partners in the education of their children. |
| <input type="checkbox"/> | <input type="checkbox"/> | the proposition that families have the best interests of their children in mind. |
| <input type="checkbox"/> | <input type="checkbox"/> | resources of the family and community needing to be brought to bear on the education of students. |
| <input type="checkbox"/> | <input type="checkbox"/> | promoting an informed public. |

ISLLC Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

The applicant believes in, values and is committed to:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | the ideal of the common good. |
| <input type="checkbox"/> | <input type="checkbox"/> | the principles in the Bill of Rights. |
| <input type="checkbox"/> | <input type="checkbox"/> | the right of every student to a free, quality education. |
| <input type="checkbox"/> | <input type="checkbox"/> | bringing ethical principles to the decision-making process. |
| <input type="checkbox"/> | <input type="checkbox"/> | subordinating one's own interest to the good of the school community. |
| <input type="checkbox"/> | <input type="checkbox"/> | accepting the consequences for upholding one's principles and actions. |
| <input type="checkbox"/> | <input type="checkbox"/> | using the influence of one's office constructively and productively in the service of all students and their families. |
| <input type="checkbox"/> | <input type="checkbox"/> | development of a caring school community. |

ISLLC Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The applicant believes in, values and is committed to:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | education as a key to opportunity and social mobility. |
| <input type="checkbox"/> | <input type="checkbox"/> | recognizing a variety of ideas, values, and cultures. |
| <input type="checkbox"/> | <input type="checkbox"/> | the importance of a continuing dialogue with other decision makers affecting education. |
| <input type="checkbox"/> | <input type="checkbox"/> | actively participating in the political and policy-making context in the service of education. |
| <input type="checkbox"/> | <input type="checkbox"/> | using legal systems to protect student rights and improve student opportunities. |
| <input type="checkbox"/> | <input type="checkbox"/> | understanding global issues and how these influence teaching and learning. |

College of Education—Code of Professional Conduct

The applicant believes in, values, and is committed to:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | academic integrity and accountability. |
| <input type="checkbox"/> | <input type="checkbox"/> | reliability and dependability. |
| <input type="checkbox"/> | <input type="checkbox"/> | honesty and trustworthiness in communications and interactions with others. |
| <input type="checkbox"/> | <input type="checkbox"/> | professionalism and ethical standards (civility, punctuality, professional appearance, etc.). |
| <input type="checkbox"/> | <input type="checkbox"/> | non-discriminatory attitudes and behaviors; respect of others and diverse ideas; justice, fairness. |
| <input type="checkbox"/> | <input type="checkbox"/> | clear and accurate written and oral communication. |
| <input type="checkbox"/> | <input type="checkbox"/> | reflective response to feedback/supervision. |

Appendix X

Professional Standards Websites

- Educational Leadership Constituent Council (ELCC)
www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

- Illinois Professional School Leader Standards (IPSLS)
www.isbe.net/profprep/CASCDvr/pdfs/29100_ILprofschleader.pdf

- Interstate School Leaders Licensure Consortium (ISLLC)
www.ccsso.org/content/pdfs/isllcstd.pdf

College of Education Policy and Procedures for Criminal Background Checks

Introduction

Illinois law (Public Act 93-909 amended Sections 10-21.9 and 34-18.5 of the Illinois School Code [105 ILCS 5/10-21.9; 105 ILCS 5/34-18.5]) requires schools to conduct background checks for all employees or persons working in schools. Professional education degree and certificate programs customarily include clinical observations, tutoring, practicum, internship, student teaching and other field experiences for which candidates are required to work in schools with individuals under the age of 21.

Individuals seeking a teaching, school service personnel or administrative certificate in the State of Illinois should be aware that certain criminal convictions may prohibit employability in the state of Illinois public schools. Offenses that prohibit employment include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act. A Criminal Background Check (CBC) includes screening for past incidents of and arrests for criminal conduct and any history or evidence of child or dependent adult abuse/neglect.

Criminal conduct includes any non-traffic offense or arrest, any felony, or any misdemeanor (serious or aggravated) regardless whether the record has been expunged or the sentence deferred.

Individuals seeking teaching, school service personnel or administrative certificates in the State of Illinois *should be aware that certain criminal convictions may prohibit employability in Illinois schools*. Therefore, the College of Education has adopted the Criminal Background Checks (CBC) policy and procedures described below that apply to all candidates who enroll in courses that require participation in field placement experiences with individuals under the age of 21.

COE Background Check Policy

Effective fall 2009, the College of Education requires that all students participating in field placement experiences with individuals under the age of 21, either on or off campus, submit to a fingerprint criminal background check before beginning the first field experience. This is consistent with the state law that requires Illinois school districts to conduct criminal background investigations of applicants for certified and non-certified positions. The CBC will be valid as long as the candidate remains a continuous student at CSU. If a candidate interrupts his/her program for two semesters or longer, another criminal background check will be required upon his/her reentry. Transfer students who have completed courses that require clinical experience at another institution will be required to submit evidence of a fingerprint-based CBC along with their application for admission to the College of Education. The candidate will assume the responsibility for all fees pertaining to the CBC.

A candidate whose background check results in a status of "no record" may be placed at a site where he/she will receive the field experience. Offenses on a candidate's record that automatically prohibit field placement are the same as those that prevent teacher certification. They include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act.

Prior to placement at a field or clinical site, the candidate is required to provide the results of the CBC to the CSU faculty member in whose class he/she is enrolled. Depending on the field site's requirements, the candidate may be required to provide results to designated personnel at the site which he/she is placed. The field site at which the candidate is placed retains the right to make a final determination as to whether the candidate may be placed at that setting. Such a determination will be independent from any determination made by the College or program regarding a candidate's admission to the College or progression in the program.

A CBC will be valid as long as the candidate maintains continuous enrollment at CSU. If the candidate interrupts his/her program for two semesters or longer, another criminal background check will be required upon his/her reentry. Chicago State University will accept a criminal background check from other accredited and approved sources.

To insure and maintain confidentiality, criminal background data for all candidates will be converted to an electronic format and stored in a database on a secure COE Web server that is housed in the College of Education. Information in the database will be accessible only to the Director of Field Placement; the Dean of the College of Education or his/her designated representative, and the candidate, upon request.

Procedure to Obtain Background Check

The College of Education has arranged for Accurate Biometrics Company to conduct the CBC. Candidates registered for courses tied to field experiences that require being placed in a school, or in direct contact with a minor, must undergo a background check. Courses requiring field placement are noted in the CSU Catalog. At least 3 weeks before the candidate registers for a course that is tied to field experiences he/she should do the following:

- (1) Obtain a Fingerprint Application Form from the Office of Field Placement (OFP) or from the OFP website at <http://www.csu.edu/CollegeOfEducation/FieldPlacement/index.htm>.
- (2) Complete the Fingerprint Application Form and take it to an Accurate Biometrics location. (Call 1-866-361-9944 or visit <http://www.accuratebiometrics.com> for an up-to-date list of locations).
- (3) Pay the required fee to Accurate Biometrics.
- (4) Accurate Biometrics personnel will use electronic means to take your fingerprint.
- (5) A search will be made of the State of Illinois and the FBI CHRI databases.
- (6) Once the finger printing is complete, the results can be obtained within 72 hours. Accurate Biometrics will arrange for Illinois State Police to transmit the results directly to Chicago State University Office of Field Placement. Accurate Biometrics will also archive the fingerprint records, allowing customer access to the records for a period of twelve (12) months from the date the particular fingerprints were taken.

Procedure After the Background Check is Obtained

Once the candidate has completed the criminal background check, he/she is required to

- (1) Provide written proof of the criminal background check to the CSU faculty member in whose class he/she is enrolled.
- (2) Depending on the placement site's requirements, an additional criminal background check may be required prior to candidate teaching placement. The College of Education's CBC does not preclude a placement site from conducting its own criminal background check (including fingerprinting), depending on the site's operational policy
- (3) Additional checks may be required, as dictated by changes in placement site requirements.

Proof of a CBC must be provided prior to the candidate receiving the following forms:

- Clinical Observation Report (hyperlink)***
- Student Teaching Assignment Letter (hyperlink)***
- Tutoring Timesheet (hyperlink)***

Candidates may be required to conduct an additional criminal background check if criminal activity is reported to the University by a law enforcement agency or other reliable source. In which case, the candidate will assume all required fees pertaining to additional criminal background checks. Information regarding additional verification of a candidate's criminal background check can be obtained from the Office of Field Placement.

Procedure in Case of a Report

- (1) The Director of the Office of Field Placement and the Dean of the College of Education (or his/her designee) will review all findings of criminal activity reported on CBCs.
- (2) Candidates will not be placed in schools, or in other tutoring or observation experiences, with individuals under the age of 21, if the background check determines that he or she has been convicted of criminal behavior that, by law, prohibits employability in a school setting.
- (3) If criminal activity is reported, the Director of Field Placement will refer the case to the COE Admissions and Standards Committee.
- (4) The Admissions and Standards Committee will review the case within one month after the disclosure or discovery of the information. The Committee will use the statutes in the Illinois State School Code, the Chicago State University Code of Student Conduct, the College of Education Code of Conduct and other applicable University and collegiate policies to educate themselves prior to making a decision.
- (5) The Admissions and Standards Committee will provide a formal, written recommendation to the Dean of the College of Education as well as to the candidate within two weeks after the case is reviewed. The content of the recommendation will include the committee's findings and recommendations, the process undertaken by the committee, the basis upon which the committee came to a recommendation and the recommendation itself.
- (6) Recommendations from the Admissions and Standards Committee may be any of the following:

A. Recommendations regarding continued matriculation at Chicago State University

- a) allow the candidate to proceed in the academic program without restriction;
- b) allow the candidate to proceed in the academic program with specified terms and conditions; or
- c) Drop/dismiss the candidate from the academic program.

B. Recommendations at time of application to the College of Education

- a) allow the candidate to continue his/her application for entry into the College of Education without restriction; or
- b) Discontinue the candidate's application for entry into the College of Education, prohibiting the candidate from further matriculation in the College.

(7) The Admissions and Standards Committee decision is not givable.

Disclaimer: The criminal background check process does not guarantee the safety of students, patients, faculty, or staff. The College does not guarantee, based on an acceptable criminal background check that candidates will be eligible to continue toward completion of their respective programs and/or to obtain a certification upon graduation.

Prepared by Dr. Sophia Jones-Redmond, Director, Office of Field Placement.
Approved by the College of Education Dean's Executive and Support Councils, 6/02/2009.
Approved by Labor & Legal Affairs, 7/08/2009.
Approved by Labor & Legal Affairs, 7/08/2009.

**Chicago State University College of Education
Consent and Authorization for Criminal Background Check**

I understand that CSU students participating in clinical observations and field experiences with individuals under the age of 21 are required to undergo a criminal background check. This criminal background check includes, but is not limited to, past criminal offenses and registry information, such as child and dependent adult abuse information.

Upon providing my signature, I agree to a criminal inquiry of my background. I understand that the criminal background check will be based on my name, date of birth and fingerprints, and will include a search of state, local, and federal databases for each of my reported addresses. I also understand that my date of birth is used solely as an identifier to avoid possible misidentification while completing the criminal background check process.

If there is evidence of arrest for a crime(s), conviction for a crime(s), presence on an abuse registry, or other information that reasonably suggests that the safety of an individual under the age of 21 years old might be compromised, the College of Education will be notified, and I will be asked to provide additional information.

In the event of a reported incident, a determination about my continued progress in the academic program will be made by the College of Education's Academic and Standards Committee in accordance with College and University policies and procedures.

I hereby authorize, without limitation, the approved party or agency contacted by Chicago State University's College of Education, its agents, or entities employed by the Chicago State University College of Education to conduct an external review of my criminal background as described above.

I hereby release the Chicago State University College of Education and its agents, employees and agents of entities contacted by the Chicago State University College of Education for purposes of providing criminal background information from any and all claims that I may have arising from or relating to the collection or reporting of information obtained in the process of a criminal background investigation to assure my qualification for participation in a clinical experiences.

I HAVE READ AND UNDERSTAND THE INFORMATION ABOVE, AND I GIVE MY PERMISSION TO THE CHICAGO STATE UNIVERSITY COLLEGE OF EDUCATION TO CONDUCT A CRIMINAL BACKGROUND INVESTIGATION AS A REQUIREMENT FOR CLINICAL OBSERVATION/FIELD EXPERIENCE PLACEMENT.

Name of Student (*print*) _____
Last Name First Name Middle Name

Signature of Student _____ Date _____

Appendix Z



College of Education Professional Code of Conduct Policy

The College of Education is committed to ensuring that all candidates successfully complete their program with the knowledge, skills, and dispositions required to work in educational settings as teachers or other professional personnel (NCATE Standard 1, 2008 Professional Standards for NCATE Accreditation). This includes adherence to a Professional Code of Conduct, which is formally assessed at the following checkpoints in the Department of Educational Leadership, Curriculum and Foundations:

Master Level Degree

12 credit Hours of Coursework
Practicum I
Practicum II
Comprehensive Exam
Graduation

Doctoral Level Degree

Admission to program
12 credit Hours of Coursework
First Semester Assessment
Admission to Doctoral Candidacy
Internship I
Internship II
Graduation

and at other appropriate checkpoints identified in the college's other programs.

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, non-discriminatory behavior, professional ethics, punctuality, reliability, 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 of Education's Admissions 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.

College of Education Admission and Standards Committee

Office of Teacher Certification
Education Building/Room 208
Phone 773.995.2519 Fax 773.995.3623

