



CHICAGO STATE UNIVERSITY

Student Handbook

**Master of Science in Education (M.S.Ed.) in
Curriculum and Instruction**

Instructional Foundations Option

September 2009

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CHICAGO STATE UNIVERSITY

Dear Participant:

On behalf of the Educational Leadership, Curriculum and Foundations Department, we would like to welcome you and congratulate you on your decision to enroll in the Master of Science in Education in Instructional Foundations.

The M.S.Ed. in Instructional Foundations program offers options in one of the six concentrations: Elementary Education, Secondary Education, Adult Education, Educational Technology, Instructional Leadership (which includes National Board Certification), and Foundations of Education. Depending on the chosen concentration, the curriculum provides students the necessary background and skills to become competent in curriculum development and instructional foundations in any of the areas of elementary or secondary education, adult education, educational technology, instructional leadership, and/or foundations of education.

The assessment of all participants in the M.S.Ed. in Instructional Foundations is conducted through the use of multiple sources of data. You will be required to take a comprehensive examination at the end of all coursework, and submit an electronic professional portfolio to your advisor as part of your program completion requirements. Artifacts for the electronic professional portfolio will be collected on Live Text.

You will acquire the knowledge base necessary to complete the assessments as you enroll in your courses. Also, you will have the assistance of our instructors as you collect the artifacts for your electronic professional portfolio.

This handbook, which contains all program information, assessment requirements and electronic professional portfolio guidelines, has been developed for all students in the M.S.Ed. program in Instructional Foundations. A copy of the handbook is on the College of Education website, so that you may have a better understanding of what is expected of you as a student in our program. These guidelines in the handbook will be very helpful since it will help direct your progress in our program.

We would like to encourage you to make an appointment with your advisor at least once a semester before the registration period. You are certainly welcome to see us as often as you want.

We and the faculty members of the Educational Leadership, Curriculum and Instruction Department wish you success.

Sincerely,

Norma Salazar

Norma Salazar, Ed.D., Chairperson

B. Seo

Byung-In Seo, Ph.D., Program Facilitator

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.

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.



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

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.

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.

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 in initial, subsequent, and advanced programs who enroll in courses that require participation in field placement experiences with individuals under the age of 21. This policy also applies to students enrolled in courses requiring field experience who are not in an education program.

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. In addition, proof of a "cleared" background check will be required with the application for admission to the College of Education. This policy is consistent with the state law that requires Illinois school districts to conduct criminal background investigations of applicants for certified and non-certified positions.

A candidate whose background check results indicate 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.

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. The candidate will assume the responsibility for all fees pertaining to the CBC. 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 fingerprinting 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 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. Furthermore, if a placement site changes policies regarding background checks, the candidate may be required to comply with additional checks.
3. If a placement site changes background check policies after a candidate begins clinical experiences at that site, the candidate may be required to comply with additional checks in the timeframe designated by the placement site in order to complete the field experience or to begin the next placement at that site.
4. Attach written proof of the criminal background results to your College of Education application.

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

- ***Clinical Observation Report***
- ***Student Teaching Assignment Letter***
- ***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 Admission and Standards Committee.
4. The Admission 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 Admission 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 Admission 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 Admission and Standards Committee decision is not grievable.

Disclaimer: The criminal background check process does not guarantee the safety of students, clients, 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.

GRIEVANCE PROCEDURE

In the College of Education, 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.
5. The Grievance Committee should consist of eight (8) members. Three faculty members, three students from 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.
6. The Grievance Committee will be given a minimum of two weeks to become fully acquainted with the complexities of the case and documents germane to the petition.
7. 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.
8. 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.
9. 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.
10. The Committee may take recommendations for changes in policy or procedures to appropriate departmental and division committees or individual faculty.
11. An audio recording should be made of the hearing and made available to the faculty member or the student upon request.
12. A report of the grievance transaction and audiotape should remain on permanent file with the Department Chair.
13. 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.

DEPARTMENT OF EDUCATIONAL LEADERSHIP, CURRICULUM AND FOUNDATIONS

MISSION

The 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 our programs, and the background of our faculty are (a) strong grounding in educational theory and research; (b) developing our students' skills in critical thinking, reflective practices 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, and assisting in the development of effective and viable schools.

MASTER OF SCIENCE IN EDUCATION (M.S. Ed.) IN CURRICULUM AND INSTRUCTION

PURPOSE

The purpose of the M.S.Ed. in Curriculum and Instruction is to provide extensive preparation in curriculum development and teaching and learning strategies as part of an overall effort to improve instruction.

INSTRUCTIONAL FOUNDATIONS

GOAL

The goal of the Instructional Foundations Program is to prepare teachers, administrators, curriculum specialists and educational consultants with in-depth study and practical experience in the development of pedagogically sound curriculum and instructional programs.

PREFACE

Master of Science in Education in Curriculum and Instruction Option: Instructional Foundations

This handbook is designed to explain the program requirements leading to the Master of Science in Education in Curriculum and Instruction degree.

The M.S.Ed. in Curriculum and Instruction program offers an option in Instructional Foundations in which students may take courses in one of five concentrations: Elementary Education, Secondary Education, Adult Education, Educational Technology and Foundations of Education. Depending upon the concentration chosen, the curriculum provides students the background and skills necessary for employment as a teacher, administrator, curriculum specialist and educational

consultant in elementary or secondary education, adult education, educational technology and/or foundations of education. Students admitted to the master's degree program must elect one of the concentrations listed above.

Each concentration requires completion of thirty-three (33) or thirty-six (36) semester credit hours/units. The students who selected to complete a master's thesis will only finish 33 credit hours plus the thesis. The students who opt out of the master's thesis will finish 36 credit hours (including two electives).

After completing twenty-four (24) semester credit hours of course work, students enrolled in Elementary Education, Secondary Education, Adult Education and Educational Technology concentrations must register for and complete a practicum (ELCF 5950) and comprehensive examinations. All degree requirements must be completed within six years. **Important: Students enrolled as "student-at large" may not transfer more than 9 hours of credits into the MSED program.** The ELCF department must approve any transfer credits. Students should contact their advisor for additional information.

General Requirements

Students must meet the general requirements for admission to the graduate program. In addition, applicants to the elementary and secondary education concentrations must present written recommendations from two school administrators and/or supervisors familiar with the applicant's work. Applicants in the adult education concentration may present written recommendations from supervisors in non-traditional school settings. All students must successfully complete the comprehensive examination.

CONCENTRATIONS OF THE INSTRUCTIONAL FOUNDATIONS OPTION

Elementary Education Concentration – 33-36 credit hours

Goals

The Elementary Education concentration prepares teachers, administrators, educational consultants, instructional leaders and curriculum specialists with in -depth study and practical experience in the development of pedagogically-sound curriculum and instructional programs in elementary education. Designed for experienced teachers, the program places special emphasis on the study of effective teaching strategies, curriculum development, technology-integrated curricula and collaborative inquiry.

The required course work in the Elementary Education concentration is designed to provide students with the knowledge and skills they will need to become competent in the area of elementary education curriculum development. The Elementary Education concentration emphasizes knowledge and skill development in five areas: development, learning and motivation, curriculum, instruction, assessment and professionalism.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs. In addition, students must:

- 1) have teaching experience or related experiences as mentioned above;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, practicum, a research report and an instructional technology project (these assessments are assigned in specific courses); and
- 3) complete thirty-three (33) semester hours if the student selects to do the master's thesis option or thirty-six (36) semester hours if the student selects to do the non-thesis option.
- 4) fulfill all program degree requirements within six years;
- 5) present a program completion portfolio to their advisor for approval.

Required Courses: 30-33 credit hours:

ELCF 5010, 5320, 5410, 5420, 5520, 5540, 5620, 5640, 5950 (Practicum in Curriculum and Instruction), and 5960

Elementary Education Electives: Six (6) credit hours are required for students following the non-thesis option. Electives from the following courses are to be selected with the approval of the department faculty advisor or chair: ELCF 5000, 5020, 5040, 5050, 5060, 5070, 5080, 5090, 5130, 5310, 5330, 5370, 5390, 5460, 5480, 5510, 5650, 5720 or electives from 4000 and 5000 level courses from the College of Arts & Science and College of Education.

Master's Thesis/Project: The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 5660). Courses must be selected from the elementary education electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

ELEMENTARY EDUCATION CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 5010	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 5320	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 5410	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 5420	MICROCOMPUTERS IN EDUCATION
ELED 5520	ELEMENTARY SCHOOL CURRICULUM
ELCF 5540	INSTRUCTIONAL MEDIA AND NEW INSTRUCTIONAL TECHNOLOGIES FOR CURRICULUM DELIVERY AND PRACTICES IN TODAY'S SCHOOLS AND NON-SCHOOL SETTINGS
ELCF 5620	SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION
ELCF 5640	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 5950	PRACTICUM IN CURRICULUM AND INSTRUCTION
ELED 5960	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 5660	MASTER'S THESIS

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

ELEMENTARY EDUCATION CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 5040	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 5050	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 5060	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 5070	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 5080	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 5130	HUMAN RELATIONS AND LEADERSHIP
ELCF 5310	COMMUNITY RELATIONS
ELCF 5330	SCHOOL LAW
ELCF 5370	SCHOOL FINANCE
ELCF 5720	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION

Secondary Education Concentration – 33-36 credit hours

Goals

The Secondary Education concentration prepares teachers, administrators, curriculum specialists and educational consultants with in-depth study and practical experience in the development of pedagogically sound curriculum and instructional programs in secondary education. Designed for experienced teachers, the program places special emphasis on the study of teaching modalities, curriculum development, technology integration, integrated curricula and collaborative inquiry.

The required course work in the Secondary Education concentration is designed to provide students with the knowledge and skills they will need to become competent teachers and curriculum specialists in the area of secondary education curriculum and instruction. The Secondary Education concentration emphasizes knowledge and skill development in four areas: planning and preparation, classroom environment, curriculum and instruction, and records management.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs. In addition, students must:

- 1) have teaching experience or related experiences;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, research report, and the design of a young adult or adult learner profile (these assessments are assigned in specific courses);
- 3) complete thirty-three or thirty-six semester hours within six years in order to fulfill program degree requirements.
- 4) present a portfolio of graduate experiences in the MSED

Required Courses: 30-33 credit hours.

ELCF 5010, 5320, 5410, 5420, 5530, 5620, 5640, 5900, 5950, 5960, and/or ELCF 5660 for the thesis option (three credit hours).

Secondary Education Electives: Six (6) credit hours for students following the non-thesis option. Electives from the following courses are to be selected with the approval of the department faculty advisor or chair: ELCF 5000, 5020, 5040, 5050, 5060, 5070, 5080, 5090, 5130, 5310, 5330, 5370, 5380, 5390, 5430, 5460, 5480, 5510, 5650, 5720 or electives from 4000 and 5000 level courses from the College of Arts & Science and College of Education.

Master's Thesis/Project: The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 5660). Courses must be selected from the secondary education electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

SECONDARY EDUCATION CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 5010	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 5320	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 5410	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 5420	MICROCOMPUTERS IN EDUCATION
ELCF 5530	SECONDARY SCHOOL CURRICULUM
ELCF 5620	SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION
ELCF 5640	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 5900	ADULT & YOUNG ADULT LEARNERS
ELCF 5950	PRACTICUM IN CURRICULUM AND INSTRUCTION
ELCF 5960	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 5660	MASTER'S THESIS

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

SECONDARY EDUCATION CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 5040	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 5050	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 5060	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 5070	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 5080	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 5130	HUMAN RELATIONS AND LEADERSHIP
ELCF 5310	COMMUNITY RELATIONS
ELCF 5330	SCHOOL LAW
ELCF 5370	SCHOOL FINANCE
ELCF 5720	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION

Adult Education Concentration – 33-36 credit hours

Goals

The Adult Education concentration prepares professionals to work with and teach adults in a variety of contexts and settings. A key objective in adult education is to develop programs to meet the needs of individuals. Careful attention is paid to reviewing previous experience and analyzing the career goals of each student in order to design a meaningful and relevant educational experience.

The required course work in the Adult Education concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of Adult Education. The Adult Education concentration emphasizes knowledge and skill development in four areas: technical knowledge and skills, business knowledge and skills, interpersonal knowledge and skills, and intellectual skills.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs and

- 1) have teaching experience or related experiences;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, research report, one systematically designed presentation and the design of a young adult or adult learner profile (these assessments are assigned in specific courses); and
- 3) complete thirty-six semester hours in six years in order to fulfill degree requirements.
- 4) present a portfolio of graduate experiences in the MSSED

Required Courses: 30-33 credit hours.

ELCF 5010, 5320, 5390, 5410, 5420, 5620, 5640, 5900, 5950, 5960, and/or ELCF 5660 for the thesis option for three credit hours.

Adult Education Electives: Six (6) credit hours are required for students following the non-thesis option. Electives from the following are to be selected with the approval of the department faculty advisor or chair: ELCF 5000, 5020, 5040, 5050, 5060, 5070, 5080, 5130, 5330, 5370, 5550, 5560, 5650, 5720, or electives from 4000 and 5000 level courses from the College of Arts & Science and College of Education.

Master's Thesis/Project: Students may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 5660). Courses must be selected from the adult education electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

ADULT EDUCATION CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 5010	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 5320	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 5390	METHODS AND TECHNIQUES FOR TEACHING IN NON-SCHOOL SETTINGS
ELCF 5410	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 5420	MICROCOMPUTERS IN EDUCATION
ELCF 5620	SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION
ELCF 5640	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 5900	ADULT AND YOUNG ADULT LEARNERS
ELCF 5950	PRACTICUM IN CURRICULUM AND INSTRUCTION
ELCF 5960	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 5660	MASTER'S THESES

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

ADULT EDUCATION CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 5040	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 5050	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 5060	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 5070	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 5080	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 5130	HUMAN RELATIONS AND LEADERSHIP
ELCF 5310	COMMUNITY RELATIONS
ELCF 5330	SCHOOL LAW
ELCF 5370	SCHOOL FINANCE
ELED 5560	SEMINAR IN CURRICULUM DEVELOPMENT IN CAREER EDUCATION
ELCF 5720	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION

Educational Technology Concentration – 33-36 credit hours

Goals

The Educational Technology concentration prepares teachers, administrators, educational technology specialists, curriculum specialists, educational consultants, and information technology specialists with in-depth study and practical experience in the development of pedagogically sound and technology-integrated curriculum and instructional programs.

The required course work in the Educational Technology concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of Educational Technology. The Educational Technology concentration emphasizes knowledge and skill development in five areas: design, development, utilization, management and evaluation.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs and

- 1) have teaching experience or related experiences;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, research report, and instructional technology project (these assessments are assigned in specific courses); and
- 3) complete thirty-six semester hours in six years in order to fulfill degree requirements.
- 4) present a portfolio of graduate experiences in the MSED

Required Courses: 30-33 credit hours

ELCF 5010, 5320, 5410, 5420, 5480, 5540, 5640, 5720, 5950, 5960, and/or ELCF 5660 for the thesis option (three credit hours)

Educational Technology Electives: Six (6) credit hours are required for students following the non-thesis option. Electives from the following are to be selected with the approval of the department faculty advisor or chair: ELCF 5000, 5020, 5040, 5050, 5060, 5070, 5080, 5130, 5330, 5370, 5650, 5720, or electives from 4000 and 5000 level courses from the College of Arts & Science and College of Education

Master's Thesis/Project: The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 5660). Courses must be selected from the educational technology electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

EDUCATIONAL TECHNOLOGY CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 5010	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 5320	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 5410	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 5420	MICROCOMPUTERS IN EDUCATION
ELCF 5480	MICROCOMPUTER CURRICULUM DEVELOPMENT
ELCF 5540	INSTRUCTIONAL MEDIA AND NEW INSTRUCTIONAL TECHNOLOGIES FOR CURRICULUM DELIVERY AND PRACTICES IN TODAY'S SCHOOL AND NON-SCHOOL SETTINGS
ELCF 5640	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 5720	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION
ELCF 5950	PRACTICUM IN CURRICULUM AND INSTRUCTION
ELCF 5960	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 5660	MASTER'S THESIS

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

EDUCATIONAL TECHNOLOGY CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 5040	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 5050	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 5060	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 5070	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 5080	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 5130	HUMAN RELATIONS AND LEADERSHIP
ED 5230	WRITING A TECHNOLOGY PLAN
ELCF 5310	COMMUNITY RELATIONS
ELCF 5330	SCHOOL LAW
ELCF 5370	SCHOOL FINANCE

Instructional Leadership Concentration

Goals

The goal of the Instructional Leadership Concentration is to prepare teachers for National Board Certification, a voluntary system based on the National Board's Five Core Propositions, describing what teachers should know and be able to do:

FIVE CORE PROPOSITIONS

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

National Board Certification is an advanced teaching credential, which complements, but does not replace, a state's teacher license. NBC is valid for 10 years, after which National Board Certified Teachers, can seek certification renewal.

Specific Program and Course Requirements

To be admitted into this program, students must meet the following requirements:

1. Bachelor's Degree
2. A valid unencumbered Teaching/Counseling License
3. Three years teaching experience (and hold a valid initial or standard teaching certificate for the three years or teaching in a school that is approved as required by the state)
4. Currently teaching
5. GPA of 3.0 on a 4.0 scale
6. Previously admitted into CPS National Board Certification Support Programs

Completion/Graduation Requirements

In order to complete/graduate from this program, students must submit the following items:

1. NBC Portfolio (One student work analysis entry, two video tape entries of classroom pedagogy, one professional contribution entry. A total of four scorable entries required)
2. National Board Assessment Center Score Report (six scorable content based entries required)

Course Requirements

The required coursework in the Instructional Leadership Concentration is designed to provide students with the skills for using their teaching/learning experiences to identify contextual information within their school environments that will impact the acquisition of student learning. Students will outline and begin implementation of specific strategies and use the National Board for Professional Teaching Standards portfolio instruction framework to collect and analyze data in order to formulate recommendations related to analysis of teaching and learning. Also, they will collaborate to learn and develop assessments that will inform the establishment of goals and

instructional strategies aligned to meet the needs of individual students.

Core Courses required of all concentrations

ELCF 5010, 5320, 5410, 5420, 5660, 5960

Concentration/Required Courses

ELCF 5990/483 Introduction to NBPTS: National Board Certification I

ELCF 5991/484 Foundations of Teaching and Learning: National Board Certification II

ELCF 5992/485 Reflective Teaching Practices: National Board Certification III

ELCF 5993/486 Developing Content Knowledge and Pedagogy: National Board Certification IV

ELCF 5994/487 National Board Certified Teachers Leadership Mentoring I Course: National Board Certification V

ELCF 5995/488 National Board Certified Teachers Leadership Mentoring II Course: National Board Certification VI

Instructional Leadership Electives – Three (3) credit hours are required for students following the non-thesis option. Electives from the following courses are to be selected with the approval of the department faculty advisor or chair: ELCF 5130, 5310, 5330, 5370, 5410, 5620, 5640, 5650, and 5720.

Master's Thesis/Project – The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 5660). Courses must be selected from the Instructional Leadership electives.

Foundations of Education Concentration – 33-36 credit hours

Goals

The Foundations of Education concentration provides education and training in the theoretical foundations of education. The program prepares scholars, teachers, administrators, policy analysts, curriculum specialists and educational consultants to analyze complex educational issues, examine major philosophies and theories of education, and evaluate policies and programs in an ongoing effort to improve access to and the quality of education throughout the world. Students will apply various perspectives as they examine school and society relationships, educational reform, educational policies, ethics, history and comparative study of education in countries around the world.

The Foundations of Education concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of Foundations of Education. The Foundations of Education concentration emphasizes knowledge and skill development according to eight standards, which include the application of interpretive, normative and critical perspectives to school-society relationships, educational themes, policy studies, teaching, support services, leadership and administration.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs. In addition, students must:

- 1) have teaching experience or related experiences;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, practicum, a research report and an instructional technology project (assessments are assigned in specific courses); and
- 3) complete thirty-six semester hours within six years in order to fulfill program degree requirements
- 4) present a portfolio of graduate experiences in the MSED

Required Courses: 30-33 credit hours

ELCF 5000, 5010, 5020, 5090, 5100, 5320, 5410, 5420, 5620, and/or ELCF 5660 for the thesis option (three credit hours).

Foundations of Education Electives: Six (6) credit hours are required for students following the non-thesis option. Electives from the following courses are to be selected with the approval of the department faculty advisor or chairperson: ELCF 5040, 5050, 5060, 5070, 5080, 5090, 5130, 5310, 5330, 5370, 5380, 5430, 5510, 5650, 5720, or electives from 4000 and 5000 level courses in the College of Arts and Science and College of Education.

Master's Thesis/Project – The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 5660). Courses must be selected from the foundations of education electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

FOUNDATIONS OF EDUCATION CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 5000	PHILOSOPHY OF EDUCATION
ELCF 5010	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 5020	COMPARATIVE AND INTERNATIONAL EDUCATION
ELCF 5090	HISTORY OF EDUCATION
ELCF 5100	POLITICS OF EDUCATION
ELCF 5320	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 5410	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 5420	MICROCOMPUTERS IN EDUCATION
ELCF 5620	SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION
ELCF 5640	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 5960	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 5660	MASTER'S THESIS

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

FOUNDATIONS OF EDUCATION CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 5040	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 5050	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 5060	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 5070	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 5080	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 5130	HUMAN RELATIONS AND LEADERSHIP
ELCF 5310	COMMUNITY RELATIONS
ELCF 5330	SCHOOL LAW
ELCF 5370	SCHOOL FINANCE
ELCF 5720	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION

APPLICATION PROCEDURES

Applicants must be admitted to the program. Once admitted, an advisor is assigned, and a Student Study Plan is completed. The student is then ready to enroll in the courses offered by the university.

For admission to the program the student should contact the School of Graduate and Professional Studies Office at Chicago State University at (773) 995-2404 and request an application packet. The admissions procedures are specified in the application packet. Students will need to include original transcripts from all previously attended institutions. Students may also download the admission packet at: www.csu.edu

ADMISSIONS REQUIREMENTS

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

- an earned bachelor's degree from a regionally accredited college or university;
- a grade point average (GPA) of 2.75 on a four point grading system, or 3.75 on a five point grading system for the last sixty credits of undergraduate coursework, if fewer than 12 graduate credit hours have been completed. An applicant who has completed twelve credits of graduate coursework must have a minimum graduate GPA of 3.0 on a four point grading system or 4.0 on a five point grading system. Transcripts must be mailed directly from all colleges and universities previously attended to the School of Professional and Graduate Studies Office.
- two letters of recommendation submitted to the School of Professional and Graduate Studies from school administrators/supervisors who are familiar with his or her work (elementary, secondary, and adult education concentrations)
- documentation of two years of full-time teaching in a school approved by the Illinois State Board of Education as listed in *Illinois Public School Districts and Schools* or the *Non-Public Schools List* or a similarly recognized school. Adult education concentration majors may provide documentation of experiences in non-traditional school settings.

GENERAL PROGRAM REQUIREMENTS

Once admitted, students must, prior to graduation, fulfill the following general requirements:

1. A *Student Study Plan* must be completed and approved by the advisor.
2. The student must successfully complete all required credit hours for the program.
3. The student must complete the practicum requirements.
4. All coursework for the degree, including transfer credit, must have been completed within

the six years allowed for program completion. Official transcripts of any transfer credits must be on file.

5. Transfer Credit:

A maximum of nine (9) credit hours of graduate courses from accredited colleges or universities may be accepted toward meeting degree requirements. Students are advised to follow the procedures for transfer credits as set forth by the Department of Educational Leadership, Curriculum and Foundations at Chicago State University.

The student is required to submit a copy of the catalogue description of the course(s) to be transferred. Program advisors will review all transcripts provided for transfer credit consideration.

6. The student must present an electronic portfolio of his/her experiences in the M.S.Ed. program (Students should make an appointment with their advisors).

PRACTICUM INFORMATION FOR THE INSTRUCTIONAL FOUNDATIONS PROGRAM

The practicum is to provide the student with a supervised field experience in curriculum development processes. The experience should involve the student in functions and duties associated with curriculum activities at various levels. Each student should be permitted to participate in a wide range of these activities.

1. Practicum Prerequisites

The student must have completed 24 semester hours of required coursework and have departmental/unit approval to enroll in the practicum.

2. Practicum Goals

- a) To permit the student to integrate theory and practice
- b) To provide the student with a range of supervised curriculum development and evaluation experiences; and
- c) To permit the student to investigate research specific to curriculum development and evaluation processes.

3. Student Objectives

During the term, the student is expected to become involved in a number of curriculum related activities. The specific program and expected outcomes will be determined in an initial meeting with the student, the supervising professor at CSU, and the site based supervising administrator. Student objectives will include the following:

- a) In consultation with the site-based supervising administrator and professor, the student will define a project to be undertaken during the term. The project will be defined so as to meet the needs of the student and the school district. Students must complete the practicum proposal application form prior to the semester of the practicum.
- b) The student will document research activities related to the chosen project and related readings will be required. This includes a practicum log with documentation of 80 clock hours, activities and signatures of personnel.
- c) In consultation with the supervising administrator and supervising professor, the student will define the functions and tasks to be performed during the term the semester before the student engages in the practicum.

4. Practicum Guidelines

- a) The student must identify and secure the approval of a school administrator or supervisor to serve as the practicum supervisor. The student will prepare a typewritten draft of the proposed practicum for the initial meeting of the student, supervising professor, and the supervising administrator. The draft will include a brief discussion of the project and its goals (see item 3a under the Student Objectives presented above) and a list of administrative/supervisory tasks to be performed (see item 3c under the Student Objectives presented above).
- b) A minimum of five hours per week is required for performing practicum tasks. Research related to the major project will require additional time.
- c) At least two conferences will be held during the term for the purpose of evaluating student progress. The university supervisor will visit each student as frequently as the individual situation demands. Toward the conclusion of the practicum, a conference involving the student, the supervising professor, and the site-based supervising administrator will be devoted to a summative evaluation. While the final responsibility for the assignment of practicum credit lies with the supervising professor, input will be solicited from the site-based supervising administrator and the student.
- d) At least two student seminars will be held during the term. During such meetings, students and supervising professors will discuss the practicum experiences and theoretical aspects related thereto. In addition, students may contact their supervising professor and arrange mutually convenient times for meetings.

5. Practicum Requirements

- a) A log and reflective journal describing ongoing activities during the term must be kept. The log should provide documentation of the activities related to curriculum and instruction tasks performed by the student. Log hours must total 80 for the academic semester.
- b) An annotated bibliography of readings related to practicum activities is required. The bibliography may be composed of journal articles, chapters from books, etc. A minimum of fifteen readings is required. If the instructor chooses, readings may be related to the major project.
- c) A report of the major project consisting of:
 - Title page presenting significant identifying information;

- Statement of objectives;
 - Activities undertaken to complete the project; and
 - An evaluation of the project in terms of realization of the objective.
- d) A written assessment of the curriculum and instruction functions and tasks (unrelated to the major project) which were performed during the term. All other details are discussed in the ELCF 5950 syllabus.

6. Procedures and Deadlines for Applying for the Practicum

Students must apply for the practicum during the term prior to registering for the practicum ELCF 5950. **The application should be submitted to the department office and must be approved by the program advisor.**

COMPREHENSIVE EXAMINATION

Guidelines

The comprehensive examination is developed, administered, read, and graded by the faculty of the Educational Leadership, Curriculum and Foundations Department.

Students are not permitted to take the comprehensive examination until 24 credit hours of the required courses have been completed. Courses accepted for transfer credit may be counted toward the 24 credit hour minimum provided that they match the ELCF Department's approved list of required courses of the program. Once this requirement has been met, the student should submit his/her application to take the comprehensive examination to the ELCF Department.

The comprehensive examination is based on the required courses in the program. Each examination consists of topic areas drawn from the required courses. The student must select three topic areas and answer and pass one question in each of the selected topic areas.

Responses for all three questions must be evaluated as satisfactory for the student to pass. Faculty at Chicago State University completes the evaluations.

If the following student fails two or more questions, he/she must answer all three questions at the next test administration, which will occur the following semester. If the candidate fails one of the three, he/she must answer a question from the same category at the next test administration, which will occur the following semester. No exceptions will be made. Please refer to the following principles, which further explain our policy.

- Principle 1: The student cannot take the examination more than three (3) times.
- Principle 2: Any topic area failed twice requires repeating a course with a final grade of "B" or better in that topic area prior to the third administration of the comprehensive examination.
- Principle 3: Repeated administrations of the comprehensive examination shall include questions from topic area(s) failed under prior administrations of the exam.
- Principle 4: Failure to pass the comprehensive examination at the third trial renders the candidate ineligible for the degree.
- Principle 5: The comprehensive examination must be repeated within a year from the previous administration.

COMPREHENSIVE EXAMINATION REVIEW PLAN

The course work in each area of concentration prepares students to take the comprehensive examination. Students are encouraged to keep class notes and graded papers from their courses in order to prepare for the exam.

DESCRIPTIONS OF REQUIRED COURSES FOR THE FIVE CONCENTRATIONS

ELCF 5000 – Philosophy of Education

In-depth examination of major philosophies of education and their relation to teaching practice, methods, curriculum, and educational administration. Philosophies examined include idealism, perennialism, pragmatism, existentialism, Marxism, romanticism, phenomenology, hermeneutics, and post-structuralism. Emphasis on practical significance of educational theories.

ELCF 5010 - Curriculum Development and Learning Theories

An analysis of the basic determinants of curriculum; factors influencing curriculum design, current trends, and school reforms. Theories and methods of learning and models of teaching in the classroom will be emphasized as they relate to the sociological and cultural factors of all children and minority children from different social and ethnic backgrounds. Methods are outlined for evaluating the effectiveness of curricula and programs. **Prereq: Graduate standing.**

ELCF 5020 – Comparative and International Education

An introduction to the purpose, methodology, and research in comparative/international education. Emphasis on understanding and comparing systems of education.

ELCF 5090 – History of Education

In-depth examination of the history of American education from colonial times to the present, including district and common schools, vocational education, secondary education, kindergarten, university, special education, and multi-cultural education. A review of foreign educational theories and practices that had a direct impact on educational developments in the United States is included.

ELCF 5320 – Curriculum Development, Instructional Design and Delivery in School and Non-School Settings

The development of knowledge and skills in the systems approach to the decision-making process for curriculum development, instructional design, and curriculum delivery in school and non-school settings.

ELCF 5390 – Methods and Techniques for Teaching in Non-School Settings

The application of adult learning theories in the selection of instructional methods and techniques in a non-school setting, e.g., allied health care, business, industry, social services, and government agencies.

ELCF 5410 – Proposal Development for Government and Private Funding

The development and submission of proposals for government and private funding. Each student will develop a proposal for potential submission to a funding agency. **Prereq: Consent of the**

department

ELCF 5420 – Microcomputers in Education

An overview of the philosophy and approaches to educational utilization of microcomputers. Foci are on hardware, software, existing programs, funding, and potential for administrative and instructional microcomputer use. Hands-on experience. **Prereq: Consent of the department**

ELCF 5480 – Microcomputer Curriculum Development

An overview of the theory and practice of curriculum development for micro-assisted computer instruction. Lecture/discussion and hands-on experience will culminate in the development of a courseware package by each student. **Prereq: ELCF 5420 or department consent.**

ELCF 5530 – The Secondary School Curriculum

Current secondary school curricular practices and alternatives are explored and analyzed. Examination of factors influencing curriculum development, organization, and content of the curriculum in various secondary school subjects.

ELCF 5540 – Instructional Media and New Instructional technologies for Curriculum Delivery and Practices in Today's School and Non-School Settings

Classroom practices and media for effective teaching in today's school and non-school settings. Current research on learning and implications for solving typical teaching problems through the application of instructional technology.

ELCF 5620 – Sociological and Cultural Foundations of Education

Examines socialization from the perspective of the larger American society including the transmission of culture in a pluralistic society and the role of education in the acculturation and assimilation process. Explores the relationship of life styles to teaching and learning styles.

ELCF 5640 – Seminar in Organizational Dynamics

An introduction to contemporary thinking about organizations and the actions of people in them. An understanding of organizational theory expands understanding of contemporary practice, provides a framework for helpful critique of professional practice, brings to light promising alternatives, and focuses organizational research on persistent and interesting problems and realities of professional practice in school and non-school settings.

ELCF 5660 – Master's Thesis

Research and writing of thesis or project for those students electing the thesis option. **Prereq: Taken after 24 hours of course completion in the MSED.**

ELCF 5720 – Integrating Technology into Curriculum and Instruction

Theory and research on technology in education with special emphasis given to the ways that

technology can be applied to enhance a curriculum, improve instructional practice, assist student learning, and support administration and management. The acquisition of computer literacy skills and the emergence of new technologies including multimedia, distance education, and the Internet. Examination and evaluation of software and methods of using technology.

ELCF 5900 – The Adult and Young Adult Learner

An examination of demographic changes fostering attention on adult and young adult learners as well as stages and phases of adult life and characteristics as a framework for effective planning, programming and marketing of adult education.

ELCF 5950 – Practicum in Curriculum and Instruction

This practicum allows for students to integrate theories and practices of curriculum and instruction. Students will obtain experiences in a school and then reflect on experiences in a final written project. **Prereq: 24 hours of completed graduate coursework and permission of academic advisor.**

ELCF 5960 - Fundamentals of Educational Research

Develops skills in research designs including problem statements, hypothesis formulation, population/sample selection, data collection, and statistical analysis interpretation. Historical, descriptive, causal-comparative, correlational, and experimental studies will be developed as they relate to effective schools and administrative or educational research... **Prereq: Graduate standing.**

ELED 5520 – The Elementary School Curriculum

Selection and organization of learning experiences at the elementary school level. The teacher's role in implementing the curriculum. Topics such as contemporary types of curriculum organization, factors affecting the curriculum, pertinent research, and the actual development to portions of a curriculum will be emphasized. Five clock hours of observation per term.

DESCRIPTIONS OF ELECTIVE COURSES FOR THE FIVE CONCENTRATIONS

ED 5230 – Writing a Technology Plan

Review of state guidelines for technology plans. Extensive examination of existing plans as a basis for the development of a local technology plan. Credit is given for ED 5230 or ED 5020 but not both.

ED 5440 – Philosophy, Curriculum and Instructional Methods for the Middle School

Examination of the origin and development of the middle school concept, responsibilities of the middle school classroom teacher, and developmentally appropriate instructional practices for middle school teaching, including content area reading. Course satisfies three of six-hour component required for middle school endorsement. **Prereq.** Admission to the College of Education or Standard Teacher Certificate.

ELCF 5040 – Comparative and International Education: Latin America

In-depth study of education in Latin America. Readings, discussions and class presentations.

ELCF 5060 – Comparative and International Education: Asia

An in-depth study of education in Asia. Readings, discussions, and class presentations

ELCF 5050 – Comparative and International Education: Europe

In-depth study of education in Europe. Readings, discussions and class presentations.

ELCF 5070 – Comparative and International Education: Africa

In-depth study of education in Africa. Readings, discussions and class presentations.

ELCF 5080 – Comparative and International Education: Australia

In-depth study of education in Australia. Readings, discussions and class presentations.

ELCF 5100 – Politics of Education

An examination of the various political forces in educational institutions, the community, government and society that influence and shape education. Designed to enable educators to become more effective and responsible actors within the complex web of political relationships that impact public education. Research and theory in education, social science, and public policy, with applications through case-study analyses and student projects.

ELCF 5130 - Human Relations and Leadership

Study of basic concepts and principles of interpersonal relationships, dynamics of groups, and organizational leadership. Emphasis is on theory and application. Students will learn to observe and assess interpersonal, group, and organizational dynamics in multicultural settings, and learn effective interactions and problem-solving skills. Designed for teachers, trainers, supervisors, administrators, school service personnel, and community leaders. **Prereq: Graduate Standing.**

ELCF 5310 - Community Relations

Analysis of the role of educational policy in the modern community, community power structure and resources, the social and political context, and the principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of exceptional students, interagency cooperation, funding, and evaluation. Students are provided opportunities to develop materials for use in their institutions. **Prereq: Graduate standing; ELCF 5210.**

ELCF 5330 - School Law

Includes an analysis of selected general legal principles, cases, statute law, and law-making agencies affecting Illinois public schools including special education. Key content areas include the legal system; role of federal and state governments; the legislative process; school governance, policies, rules and regulations; church and state; civil rights; student and parent rights and responsibilities; teacher and administrator contracts, and legal research. Content is designed for the practical application of school law. **Prereq: Graduate standing; ELCF 5210**

ELCF 5370 - School Finance

Primary focus on the financing of Illinois public schools. The theoretical background and legal basis of public school finance and the application of those theories to various school finance models. Budget analysis, state aid mechanism, taxing-auditing processes and legal foundation in relation to salary, transportation, contracts, liabilities, and managing facilities will be emphasized. Practicing consultants and school business managers, case studies, and simulated materials will be used to highlight practical application. **Prereq: Graduate standing; ELCF 5210.**

ELCF 5560 – Seminar in Curriculum Development for Career Education

Concepts and principles for the development of a comprehensive career education. Writing goal statements and objectives.

ELCF 5650 – Seminar in Urban Education

Examination of current issues and research in urban education.

ELECTRONIC PROFESSIONAL PORTFOLIO GUIDELINES

Professional Portfolio and Dispositions: Effective Fall 2009, all candidates in all education-related programs are required to prepare an electronic Professional Portfolio using the *Live Text* course management system in order to meet national accreditation requirements. The Professional Portfolio will consist of key assessment artifacts collected and evaluated via the *Live Text* 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.

Electronic Professional Portfolio for M.S.Ed. in Instructional Foundations

An electronic professional portfolio will document a student's professional growth and achieved competence in the graduate program of curriculum and instruction. Through the use of Live Text, all documents will be stored in a database that is personalized for each student. All electronic portfolios will include projects for the core courses of each concentration. These are courses that students of all concentrations must take. Within these courses, all students will need to complete and post the following projects:

Curriculum Design	(from ELCF 5010)
Technology Curriculum Plan	(from ELCF 5320)
Grant Proposal	(from ELCF 5410)
Web Page Design	(from ELCF 5420)
Research Project	(from ELCF 5640)
Practicum Evaluation/Campus Evaluation	(from ELCF 5950)
Practicum Site Evaluation	(from ELCF 5950)
Comprehensive Exam	
Electronic Professional Portfolio	

What is an Electronic Professional Portfolio?

An electronic professional portfolio will consist of projects from core courses that are

unique to each concentration. Through the use of Live Text, all documents will be stored in a database that is personalized for each student. Organized according to concentration, the following is a list of projects that need to be in the electronic professional portfolio. Students in each concentration will need to complete and post the following projects:

Elementary Education Concentration

Curriculum Plan Project	(from ELCF 5520)
Media Studies Curriculum Plan	(from ELCF 5540)
Observation Analysis Project	(from ELCF 5620)

Secondary Education Concentration

Action Research Project	(from ELCF 5530)
Observation Analysis Project	(from ELCF 5620)
Adult Learner Case Study	(from ELCF 5900)

Adult Education Concentration

Thematic Unit	(from ELCF 5390)
Observation Analysis Project	(from ELCF 5620)
Adult Learner Case Study	(from ELCF 5900)

Educational Technology Concentration

Media Studies Curriculum Plan	(from ELCF 5540)
Analysis of School Technology Plan	(from ELCF 5720)

Instructional Leadership Concentration

NBC Certificate of Completion

Foundations of Education Concentration

Personal Philosophy of Education	(from ELCF 5000)
Review of a Code of Ethics	(from ELCF 5020)
Historical Research Paper	(from ELCF 5090)
Observation Analysis Paper	(from ELCF 5620)
Comparison/Contrast Analysis Paper	(from ELCF 5820)