

CHICAGO STATE UNIVERSITY
GRADUATE CATALOG 2008-2010

College of Arts & Sciences

College of Education

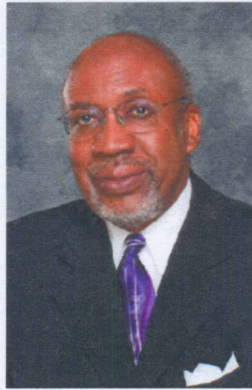
College of Health Sciences

College of Pharmacy

This publication is a record of and an announcement of the 2008-2010 academic years. It is for informational purposes only and does not constitute a contract. The information was current at the time of publication. Faculty assignments and programs listed are subject to change, and individual departments and units should be consulted for further information. Courses listed in this publication are subject to revision without advance notice. Courses are not necessarily offered each term or each year. Individual departments or units should be consulted for information regarding regularity of course offerings.

Published in July 2008 by authority of the State of Illinois. Chicago State University, 9501 S. King Drive, Chicago, Illinois 60628-1598. Nonprofit postage paid at Chicago, Illinois.

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



Message from the President

Welcome to Chicago State University!

Chicago State University (CSU) is pleased to provide the 2008-2010 Graduate Catalog. This university catalog is often the student's first point of reference for the formal details of the many academic and programmatic opportunities available at CSU. From admission to graduation, from curriculum to organizational structure, your catalog provides critical information for each stage in your educational career with us.

What we cannot impart to you through our university catalog are the informal opportunities and access that our faculty, staff and administrators provide through our collective commitment to your success. Chicago State University provides the perfect combination of academic rigor, nurture, and preparation for twenty-first century careers.

We are glad that you have decided to join our CSU academic family. Let us know of ways that you feel we can help you to develop and achieve as you progress through your graduate education.

Sincerely,

A handwritten signature in black ink, reading "Frank G. Pogue". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Frank G. Pogue, Ph.D.

Interim President

Chicago State University

CODE OF EXCELLENCE

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

I will practice personal and academic integrity.

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

I will respect the dignity of all persons.

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

I will respect the rights and property of others.

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

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

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

I will respect the basic human rights.

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

I will strive for personal and academic excellence.

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

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

TABLE OF CONTENTS

Message from the President.....	i
Chicago State University Code of Excellence	ii
Board of Trustees	4
Chief Administrative Officers.....	5
Academic Departments and Programs Directory	6
Administrative Offices Directory.....	7
Campus Map / Building Directory.....	10
School of Graduate and Professional Studies	11
General Information	12
General Admission Requirements	28
Registration	36
Financial Information	40
Financial Assistance	43
Academic Regulations.....	46
Academic Resources.....	57
College of Arts and Sciences.....	75
College of Education.....	119
College of Health Sciences	203
College of Pharmacy	221
University Administrators and Faculty	244
University Calendar*	260

Board of Trustees

Mrs. Betsy Hill
Chair

Rev. Richard L. Tolliver, Ph.D.
Vice Chair

Mr. Jim Reynolds
Secretary

Rev. Leon D. Finney, Jr., Ph.D.

Mrs. Peggy Montes

Jawuan Sutton
Student Trustee

Chief Administrative Officers

Dr. Frank G. Pogue

Interim President

Dr. Sandra Westbrooks

Provost and Vice President for Academic Affairs

Attorney Nancy K. Hall-Walker

Vice President for Labor and Legal Affairs

Dr. Dean Justmann

Interim Vice President of Budget, Finance and
Administration

Dr. Delores Lipscomb

Assistant Provost for Academic Development

Dr. Joseph A. Balogun

Dean, College of Health Sciences

Dr. Cecilia H. Bowie

Dean, Continuing Education and Non-Traditional
Programs

Dr. Rachel W. Lindsey

Dean, College of Arts and Sciences

Dr. Lawrence J. McCrank

Dean, Library & Information Services

Dr. David Slatkin

Dean, College of Pharmacy

Mr. Kat  y Assem

Interim Executive Director, CSU Foundation

Dr. Richard G. Milo

Dean, Honors College

Dr. Farhad Simyar

Dean, College of Business

Dr. Justin Akujieze

Dean, School of Graduate and Professional Studies

Dr. Sylvia Gist

Dean, College of Education

General Information

Academic Departments and Programs Directory

Dept.	Bldg./Rm	Chair/Director	Phone/995+Ext.
<i>African-American Studies</i>	DH 210	Beatty	2343
<i>Art and Design</i>	BHS 600	Dawson	3984
<i>Biological Sciences</i>	SCI 310	Banks	2183
<i>BOG Program</i>	RUC 210	Rivera	2457
<i>Accounting/Finance</i>	BHS 435	Simyar	3976
<i>Marketing/Management</i>	BHS 435	Bokhari	3976
<i>Chemistry & Physics</i>	SCI 309	Kanis	2180
<i>Comm. Media Arts & Theatre</i>	DH 116A	Reese	2952
<i>Criminal Justice</i>	HWH 329	Bradbury	2108
<i>Educational Leadership</i>	ED 319	Salazar	2086
<i>Curriculum & Foundations</i>			
<i>Engineering Studies</i>	HWH 129	Young	2357
<i>English & Speech</i>	SCI 320	Aghahowa	2189
<i>Field Placement</i>	ED 322	Brannon	2392
<i>Foreign Languages & Lit.</i>	HWH 301A	Chierico	2345
<i>Geography, Sociology,</i>			
<i>Economics & Anthropology</i>	SCI 321	Redman	2186
<i>Health, Phys. Ed. & Rec.</i>	ATH 216	Bator	2290
<i>Health Info. Admin.</i>	BHS 610	Stewart	2593
<i>History, Philosophy &</i>			
<i>Political Science</i>	SCI 315	Rowan	2192
<i>Pharmacy Practice</i>	DH 206	Noble-Knight	12589
<i>Pharmaceutical Sciences</i>	DH 206	Gentry	12500
<i>Honors College</i>	CSUB 231	Milo	4446
<i>Individualized Curriculum</i>	RUC 210	Rivera	2457
<i>International Programs</i>	CSUB 231	Conteh	2582
<i>Mathematics &</i>			
<i>Computer Science</i>	HWH 332	Attele	2102
<i>Military Science</i>	CSUB 260	Edwards	2248
<i>Music</i>	HWH 331	Smith	2155
<i>Nursing</i>	BHS 200A	Prendergast	3919
<i>Technology & Education</i>	ED 203	Pesavento	3807
<i>Occupational Therapy</i>	DH 132	Roundtree	2525
<i>Prelaw</i>	SCI 116B	Leach	2207
<i>Premedical Education</i>	SCI 221	Abston	3981
<i>Psychology/Counseling</i>	HWH 328	Dunn	2394
<i>Reading, Elementary Ed.</i>	ED 318	Buteau	2089
<i>Library Info./Media Studies</i>	ED 200B	Cervone	2503
<i>Social Work</i>	SCI 116A	Rasheed	2207
<i>Spec. Ed., Early</i>			
<i>Childhood Ed. &</i>			
<i>Bilingual Education</i>	ED 319	Busch	2390
<i>Teacher Certification</i>	ED 208	Liddicoatt	2519

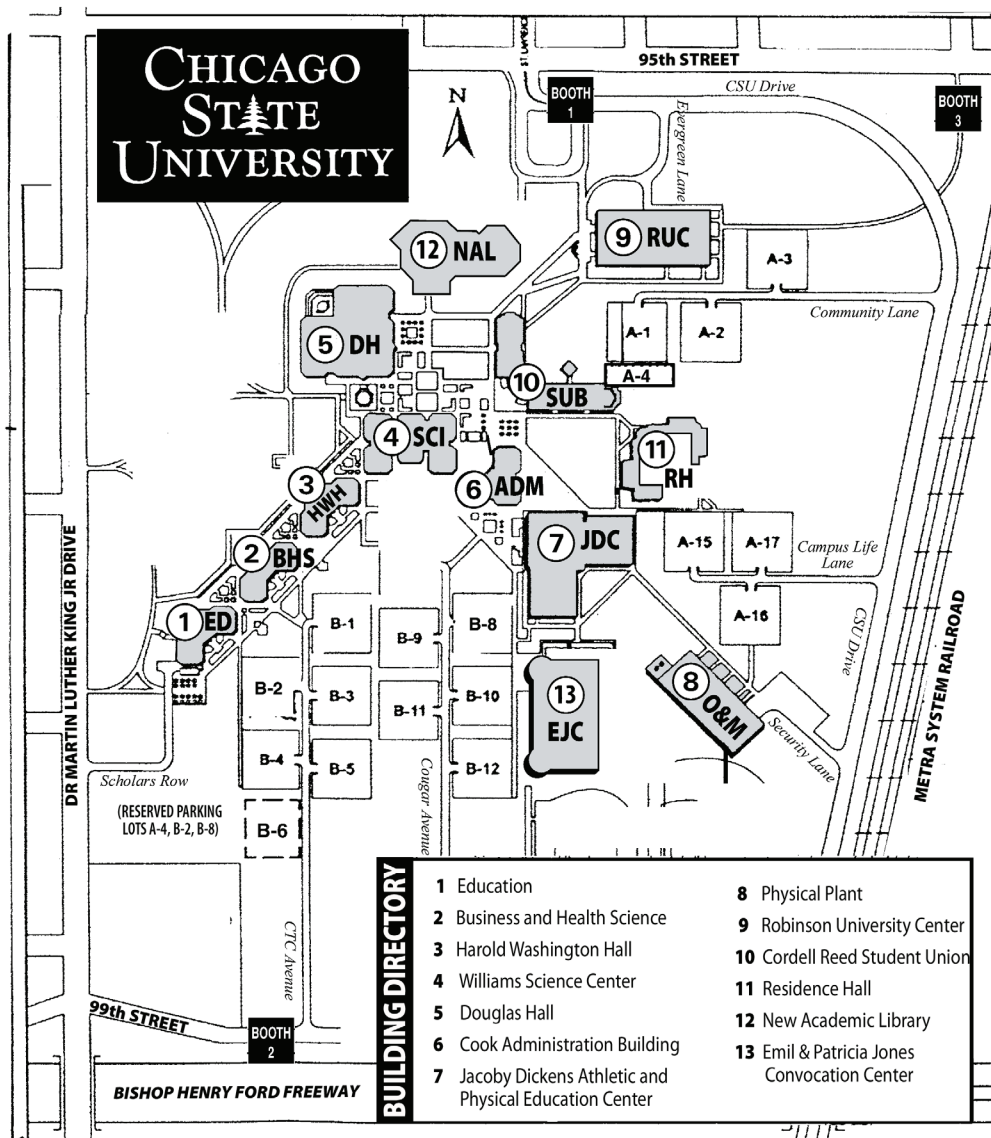
Administrative Offices Directory

BUILDING	ROOM	BUILDING	ROOM
Cook Administration		Reading	318
Administrative Affairs	304	Special Education	321
Academic Affairs	306	Teacher Certification	208
Alumni Affairs.....	321	Veteran's Affairs	207
Admissions.....	200		
Board of Trustees.....	300	Business & Health Sciences	
Bursar	212	Accounting & Finance	435
Cashier	212	Art.....	600
CSU Foundation	322	Dean, College of Business.....	602
Duplicating Services	130	Dean, College of	
Enrollment Services.....	210	Health Sciences	607
Equal Employment Opportunity	317A	Health Information Admin.	610
Evaluation and Advisement	128	Management, Marketing, &	
Examinations	126	Information Systems	435
Financial Aid.....	207	Nursing	200A
President.....	313		
Records and Registration.....	128	Harold Washington Hall	
Student Employment	206	Criminal Justice.....	329
Wellness Center	131	Dean, College of Arts & Sciences	330
		Foreign Languages & Literatures	301A
Education		Mathematics & Computer Science	332
Bilingual Education	321	Music	331
Dean, College of Education.....	320	Pre-Engineering Program.....	129
Educational Leadership, Curriculum &		Psychology.....	328
Foundations.....	319		
Early Childhood Education	321	Williams Science Center	
Technology and Education.....	203	Biological Sciences	310
Elementary Education	318	Chemistry & Physics.....	309
Field Placement	322	English & Speech	320
Library Information & Media Studies ..	318		

BUILDING	ROOM	BUILDING	ROOM
Geography, Sociology, Economics & Anthropology.....	321	New Academic Library	
History, Philosophy & Political Science.....	116A	Access Services (Inter Library Loan/Reserves).....	132
Neighborhood Assistance Center.....	212	Adaptive Technology (ADA).....	28
Premedical Education Program	221	Archives & Records Management.....	312
Social Work.....	315	Assembly Rooms	301-302
Paul & Emily Douglas Hall		Bibliographic Instruction.....	210-211
Academic Computing	122	Café	420
Breakey Theater	104	Circulation	133
Bookstore	120	Collection Development.....	121
Campus Ministry.....	304	Computer Lab	136
Center for Urban Mental Health Research	336	Education Resource Center.....	338
College of Pharmacy	206	Exhibit Lobby	445
Distance Learning.....	330	Faculty Development Studio.....	143
Educational Opportunity Program	132	General Collection/Open Stacks 344-346 and 446-447	
Gwendolyn Brooks Center.....	208	Government Documents & Maps.....	248-249
Institutional Review Board.....	337	Graduate Studies.....	234-240
Learning Assistance Center	315	Group Studies.....	224-244
Media Services	120	Information Mall	223
Student Support Services	302	Instructional Lab	144
Occupational Therapy	132	Library Administration	436
Radio Station (WCSU).....	117	Media Center.....	141
Speech	116	Multi-Purpose Rooms.....	410 and 415
		Music & Performing Arts.....	338 (324)
		Periodicals	250
		Reference	233
		Seminar Rooms.....	352 and 454
		Special Collections	312
		Studies: Tables & Carrels (Open Seating).....	334-346 and 446-447
		Visual Arts.....	

BUILDING	ROOM	BUILDING	ROOM
Jacoby Dickens Athletic & Physical Education Center		Residential Life Programming & Student Conduct 247	
Fitness Center.....	210A	Student Activity Center	260
Health, Physical Education, & Recreation.....	216	Student Government Association	268
Intercollegiate Athletics	201	Student Publications	230
Robinson University Center		Emil and Patricia A. Jones Convocation Center	
Board of Governors Program	210	Athletics, Reception.....	1503
Bookstore	A and B	Athletic Director.....	1505
Child Care Center	101	Business Manager.....	1513
Dean, Continuing Education & • Non-Traditional Programs..... • Extension Services	200 200	Men's Basketball.....	1519
Individualized Curriculum	210	Men's Tennis	1520
Options (non-credit classes).....	106	Men's Track.....	1521
University Without Walls	210	Women's Track.....	1526
Upward Bound.....	114	Women's Basketball.....	1528
Cordell Reed Student Union		Sports Information.....	1532
Academic Support Services	158	Women's Golf	1533
Cafeteria.....	East Wing	Academic Coordinator.....	1536
Career Development Center.....	180	Men's Golf	1538
Counseling Center.....	190	Police Office	1202/1203
Computer Study Center.....	150	Building Manager	1205/1206
Disabled Student Services	192		
Family Life Center	247		
Game Room.....	East Wing, 2nd floor		
Health Insurance (Student)	260		
Latino Resource Center	230		
International Programs	231		
Ombudsperson	263		

Campus Map & Building Directory



SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

OFFICE OF THE DEAN

Administrative Staff

Justin Akujiele

Dean

Robert Warner, Jr.

Executive Director to the Dean

Kimberly Kelly

Admissions & Records Officer

Gloria Adams

Admissions & Records Specialist

Nichole Ford

Program Associate

CONTACT INFORMATION

Telephone: 773/995-2404

Fax Number: 773/995-3671

E-mail Address: G-Studies1@csu.edu

Web Site: <http://www.csu.edu/graduateschool>

MAILING ADDRESS

School of Graduate & Professional Studies

Chicago State University

9501 S. King Drive / NAL 234

Chicago, Illinois 60628

GENERAL INFORMATION

The University

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

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

Faculty and students of Chicago State University engage in scholarly and creative activities that complement and supplement the instructional programs of the university. Faculty and students also provide services to the public. These services integrate the university's research and instructional purposes and demonstrate their applica-

tion to practical matters of importance to governments, businesses, schools, social agencies and community groups. Public services are adjunct to the university's primary instructional purpose.

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

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

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

Location

The university is located in a residential community on the South Side of Chicago, approximately 12 miles from downtown. The 161-acre campus has contemporary

buildings attractively placed in a carefully preserved woodland setting. The university is conveniently served by the Dan Ryan Rapid Expressway, the Chicago Transit Authority, Metra, and several bus routes. Ample parking is also available. The mailing address is 9501 S. King Drive, Chicago, Illinois 60628-1598. The phone number is 773/995-2000 and the website address is: www.csu.edu.

Organization

The university is classified as a comprehensive urban university with a mission that incorporates instruction, research and public service. Chicago State University is governed by a Board of Trustees.

The president has full power and responsibility within the framework of the general policies determined by the Board of Trustees in the organization, management, direction and supervision of the university and is held accountable to the board for the successful functioning of the institution in all its departments, divisions and services. The general administration of the university is handled by the president.

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

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: 1) 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 promise may have been inhibited by lack of economic, social, or educational opportunity; and, 2) 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:

- recruiting, retaining and graduating a culturally and economically diverse student body, including undergraduate, masters, and doctoral level students;
- 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;
- 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;
- providing students in liberal arts and professional programs with broad knowledge, university-level competencies

cies and specialized courses that are intellectually challenging and academically rigorous;

- 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,
- 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.

The Seal

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

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

The motto "Responsibility" that encircles the evergreen characterizes the university's educational stance; its commitment to students and the urban community that it serves. The seal appears on

3, "Message from the President."

Accreditation

Chicago State University holds accreditations from:

- The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), 30 North LaSalle Street, Suite 2400, Chicago IL 60602, 312/263-0456, www.higherlearningcommission.org.
- National Collegiate Athletic Association (NCAA), Division I, 700 W. Washington Street, P.O. Box 6222, Indianapolis IN 46206-6222, 317/917-6222, www.ncaa.org.
- Council for Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA 22304, 703/ 823-9800 ext. 301, www.counseling.org/cacrep.
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 N. Michigan Ave., 21st floor, Chicago, IL 60601-5800, www.cahiim.org.
- Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, 703/683-8080, www.cswe.org.
- National Middle School Association (NMSA), 4151 Executive Parkway, Suite 300 Westerville, OH 43081, <http://www.nmsa.org>
- National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation, 1900 Association Drive, Reston VA 20191-1598, 1-800-213-7193, ext. 472, www.aahperd.org/aalr.

- Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc., 1305 Wabash Avenue, Suite L, Springfield, IL 62704-4938
- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, 4720 Montgomery Lane, PO Box 31220, Bethesda MD 20824-1220, 301/652-2682, www.aota.org.
- National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., suite 500, Washington DC 20036, 202/466-7496, www.ncate.org.
- Council on Accreditation of Counseling and Related Educational Programs, 599 Stevenson Ave., Alexandria, VA 22304
- Educational Leadership Constituent Council housed by the National Policy Board for Educational Administration, 1307 New York Ave. Suite 300, Washington, DC 20005, (202) 293-2450
- Library Information and Media Studies—American Association of School Librarians
- Physical Education – American Alliance for Health, Physical Education Recreation and Dance
- Reading – International Reading Association
- School Administration – Educational Leadership Constituent Council
- Special Education – The Council for Exceptional Children
- Technology Education – International Technology Education Association/ Council on Technology Education

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

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

Programs that meet NCATE-approved guidelines for specialization:

- Bilingual Education – Association for Childhood Education International
- Doctor of Education in Educational Leadership – Educational Leadership Constituent Council (ELCC)
- Early Childhood Education – National Association for Education of Young Children
- Elementary Education – Association for Childhood Education International
- General Administration – Educational Leadership Constituent Council (ELCC)

Housing & Residence Hall

The Residence Hall is a three-story quadrangle, coeducational facility housing approximately 340 students. There are 157 double rooms with adjoining bathrooms, and 24 deluxe single rooms with private baths. Each room comes furnished with beds, dressers, desk, chairs, closet space, cable T.V., personal computer, printer, phone and internet access, and a Micro/Fridge unit. All rooms are equipped with smoke detectors, water sprinklers, and units for controlling air and heat.

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

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

Information concerning on-campus housing can be obtained by contacting the Office of Housing & Residence Life at 773/995-3676.

Graduate Education

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

Graduate education at the university is administered by the Dean of the School of Graduate and Professional Studies, the Graduate and Professional Studies Council, and the graduate faculty. The Colleges of Arts and Sciences and Health Sciences offer programs leading to post-baccalaureate certificates or the master's degree. The certificate programs generally require approximately 18 graduate semester hours. The College of Education offers the Doctor of Education in Educational Leadership. Courses are offered in the late afternoon, evening, and on Saturday to accommodate students who are employed full-time. In addition to on-campus course offerings, graduate-level courses are offered off-campus at extension sites throughout the Chicago area and its adjoining suburbs.

Courses

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

The College of Arts & Sciences, the College of Education and the College of Health Sciences offer many programs in selected areas leading to the master's degree. The education programs reflect a tradition of commitment to serving the teaching profession and the schools. Courses are offered in the late afternoon, evening, and on Saturday to accommodate students who are employed

full-time. In addition to on-campus course offerings, graduate-level courses are offered at extension sites throughout the Chicago area and adjoining suburbs. A few departments offer certificate programs. These latter programs generally require about 18 graduate hours.

History of Graduate Education at Chicago State University

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

Graduate programs were re-established in areas where there was a need in the school

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

In 2005, the university enrolled the first students in the Doctor of Education in Educational Leadership. Doctoral and Master's level graduate programs are offered in select areas where the University exhibits strength in instruction and research and consistent with the university's unique mission. Today, graduate education at Chicago State University brings together a community of scholars with a common interest in creative expression, research and advanced study.

Organization and Administration of the School of Graduate and Professional Studies

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

The Dean of the School of Graduate and Professional Studies reports directly to the Provost and Vice President of Academic Affairs and is responsible for administration of both graduate instruction and research in

ways that allow for the continual improvement of graduate education, including encouraging faculty research and assisting them in seeking support for research. The Dean provides oversight of academic programs that includes admission of graduate students, matriculation, financial aid, and academic progress until graduation, in consultation with the graduate faculty of departments and programs. The Dean has final responsibility for approving admission for such matters as variations to candidacy, questions of supervision, academic progress and submission and examination of theses. The graduate faculty and the School of Graduate and Professional Studies office staff are always accessible to students and are available in person and through the School of Graduate and Professional Studies' website and e-mail.

Mission of the Graduate School

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

In practice this means:

- Enhancing the development of the School of Graduate and Professional Studies by responding to the professional needs of its student body and the society;
- Serving as a focal point for the development of new initiatives that benefit the university's short and long term goals for graduate level programs and services;

- Providing the administrative process for maintaining appropriate standards and compliance with established policies for graduate programs;
- Promoting a research-based learning environment that provides experiences and knowledge for developing critical analysis skills needed for graduate students;
- Ensuring that graduate students have a voice in the governance of graduate education at the university;
- Ensuring quality advising within each graduate and professional program;
- Seeking opportunities for on-campus collaboration and interdisciplinary scholarship;
- Establish partnerships with a wide spectrum of community institutions;
- Includes opportunities for internships and assistantships for graduate and professional students;
- Ensuring the assessment of graduate and professional programs lead to continuous improvement in teaching and learning, and
- Developing effective strategies to recruit, retain and graduate ever-increasing numbers of graduate and professional students.

The Graduate Faculty

There is an expectation that faculty and student scholarship at the graduate level should be relevant to the world of professional practice. A learning environment is enhanced when faculty serve as role models and mentors. Faculty engaged in graduate education are productive and cre-

ative teachers who serve as role models and mentors for students. They direct graduate research and encourage graduate students to become involved in research that culminates in publication in professional journals. Graduate faculty members develop and evaluate comprehensive and qualifying examinations. It is important that graduate programs develop and prepare graduate students to successfully pass a comprehensive examination. The nature of the examination may vary significantly from graduate program to graduate program. Graduate faculty serve on graduate student committees (thesis, program and/or dissertations) as members and chairpersons, and foster a sense of community among graduate students by providing them with academic, professional, and social activities via the Graduate and Professional Studies Forum.

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

The Graduate and Professional Studies Council

The School of Graduate and Professional Studies achieves its mission of providing quality graduate programs within a system of shared governance through the Graduate and Professional Studies Council. The Dean of the School of Graduate and Professional

Studies chairs the Graduate and Professional Studies Council. It is composed of a representative from each graduate program plus five ex-officio members (the Dean of Education, Dean of Arts and Sciences, Dean of Health Sciences, Dean of the Division of Continuing Education, and a representative from the provost's office and the registrar's office). The Graduate and Professional Studies Council provides oversight authority of graduate programs by recommending and reviewing academic policies, programs, and services of the School of Graduate and Professional Studies.

The Graduate and Professional Studies Council is also responsible for standards of admission, retention and graduation, curriculum issues in graduate programs, interdisciplinary program development, approval of new graduate courses and programs, and matters of educational policy related to graduate education. Standing committees include Policy and Standards, IBHE Doctoral Approval/New Graduate Programs, Recruitment and Retention, and Syllabi Audit.

Graduate students may petition the council through their program for exceptions to the policies; the council has the authority for granting exceptions. Student Petition forms can be obtained in the School of Graduate and Professional Studies. Normally, for Academic Grievances, appeals are first handled at the departmental and/or college level. Further appeal may be made to the dean of the respective academic college, the Graduate and Professional Studies Council, and ultimately the Office of the Provost and Vice President for Academic Affairs.

Degree and Certificate Programs

COLLEGE OF ARTS & SCIENCES

Master of Arts

Counseling (School and Community)

English

Geography

History

Master of Science

Biological Sciences

Computer Science

Criminal Justice

Mathematics

Master of Social Work

Master of Fine Arts

Creative Writing

COLLEGE OF EDUCATION

Doctor of Education

Educational Leadership

Master of Arts

Educational Leadership and Administration

Master of Arts in Teaching

Elementary Education

Early Childhood

Secondary Education

Master of Science in Education

Bilingual Education

Curriculum and Instruction

Early Childhood Education

Physical Education

Technology and Education

COLLEGE OF HEALTH SCIENCES

Master of Occupational Therapy

COLLEGE OF PHARMACY

Doctor of Pharmacy

GRADUATE CERTIFICATE PROGRAMS

Community Development

Endorsement in School Counseling

Geographical Information Systems

Health Information Administration

Teacher Certification Programs

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

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

Teacher Preparation Programs

The programs in the College of Education prepare teachers, counselors, administrators, and other educational personnel to succeed in an urban setting. All candidates are prepared in the context in which

they will be working—real urban schools. The Conceptual Framework embraces the College of Education's mission and serves as a model to direct how the College develops, evaluates, and improves its programs. It is represented by the acronym PACTS (P=Partnerships, A=Assessments, C=Contextualization, T=Technology, S=Standards). This model ensures: 1) establishment of appropriate partnerships; 2) consistent and frequent assessment of teaching and learning; 3) teaching and other educational experiences that are contextualized; 4) curriculum and instructional delivery integrating technology in teaching and learning; and 5) teaching and learning that are standards driven. Candidates become proficient in developing assessments, infusing technology in their instructional delivery, and meeting national and state student learning standards. They accomplish this through appropriate partnerships and contextualized experiences.

All teacher preparation programs have received Illinois State Board of Education (ISBE) approval for teacher certification. Certification requires successful completion of three state of Illinois certification examinations: Basic Skills, Content Area and Assessment of Professional Teaching. Individuals who already possess a bachelor's degree can qualify for state of Illinois teacher certification by completing a non-degree certification-only program (see following section on Teacher Certification Students) or a master's degree program leading to initial certification (see the College of Education in this catalog).

General Requirements in Teacher Preparation Programs

- Students are responsible for meeting the program requirements in effect at the time they officially register in a teacher education program leading to certification at Chicago State University, regardless of when they entered the university.
- Admission to the College of Education is required prior to registration in professional education courses other than ELCF 4520/152, 2000/200, 5000/400, 5650/465; ED 4312/312; PSYC 2020/206, 5830/445; S ED 4301/301, and other courses specified in the general requirements for each program. Students who enroll in courses requiring admission to the College of Education receive an administrative withdrawal from those courses if they have not met all admission requirements by the end of the preceding term (see the section following, "Admission to the College of Education").
- A maximum of nine credit hours of professional education courses taken at a junior or community college can be transferred into a teacher preparation program.
- Professional education courses completed more than five years before admission to Chicago State University in an education program, either as transfer credit or at Chicago State University, will not be accepted. Other restrictions on the time limit for completing coursework may be included in individual program listings.
- A grade of C or above is required in the following, either as transfer credit or completed at Chicago State University:
 1. all courses in general education;
 2. all required courses in the area of concentration (elementary education, early childhood education, bilingual education);
 3. all required courses in the area of specialization (with the exception of the secondary teaching option in chemistry, which allows one grade of D);
 4. all required supportive courses.
- A grade of B or above is required in student teaching.
- A grade of C or above is required in all other courses in professional education, either as transfer credit or courses completed at Chicago State University, unless otherwise stated in the general requirements for each program.
- Other grade requirements may be listed under the General or Specific Requirements for each program.
- Admission to the College of Education requires a minimum program grade point average of 2.5 in all coursework required in the teacher preparation program, either as transfer credit or completed at Chicago State University.
- Admission to student teaching and a recommendation for certification require minimum grade point averages of 2.5 in all coursework required in the program, in all coursework required in the area of specialization or concentration, and in all coursework required in professional

education, either as transfer credit or completed at Chicago State University. Higher grade point average requirements may be included in individual program listings

- Courses taken at Chicago State University that are required in a teacher education program may be repeated for a higher grade no more than twice. The highest grade will be included in calculating the grade point average. Students who do not earn an acceptable grade in a required course after three attempts will be dropped from the program.
- A maximum of two professional education courses can be repeated for a higher grade. The higher grade will be included in calculating the grade point average. Students who earn an unacceptable grade in a professional education course after having repeated two other professional courses will be dropped from the program.
- Students who are not admitted to the College of Education because of a low grade point average will be allowed to reapply for admission at any time within the next 30 semester hours of attempted credit and according to the requirements for admission in effect at the time they reapply. Students who do not meet the grade point average required for admission to the College of Education after attempting an additional 30 semester hours of coursework will be dropped from the program.
- Students who are dropped from a teacher education program are not eligible to pursue initial teacher certification in any

undergraduate, graduate, or non-degree program at Chicago State University.

- A one credit hour review course for the Illinois Teacher Certification Content Area Test is required before student teaching.
- An internship is required prior to student teaching, as listed under the requirements for each program.
- No other courses may be taken during the semester of student teaching.
- All student teachers will demonstrate they have met the Illinois Professional Teaching Standards, including mastery of the content knowledge as evidenced by a passing score on the Illinois Certification Content Area Test. Students must submit proof of passing the certification test to the Office of Field Placement before they will be allowed to student teach. In addition, all candidates must pass the Assessment of Professional Teaching (APT) certification test before completing student teaching.

ADMISSION TO THE COLLEGE OF EDUCATION

Enrollment in an initial teacher preparation program requires admission to the College of Education. Application forms are available in the Office of Teacher Certification, ED 208.

Individuals who already possess a bachelor's degree and wish to earn an initial teacher certificate apply as certification students in the Office of Teacher Certification, Ed 208 (773/995-2519) for admission to a non-degree or master's degree program. (See following section on Teacher Certification Students.)

Admission to the College is based on academic record, good character, and proficiency in basic skills. Admission requires a minimum cumulative grade point average of 2.5 in all coursework required in the teacher preparation program, either as transfer credit or completed at Chicago State University; completion of all but six credit hours of coursework in general education for certification students; recommendations for admission to a teacher preparation program; and successful completion of the Illinois Certification Test of Basic Skills (ICTBS). The ICTBS is offered six times a year. Test dates, registration materials and study guides are available online at www.icts.nesinc.com.

Admission to the College is required prior to enrolling in professional education courses other than ELCF 4520/152, ELCF 2000/200, ELCF 5000/400, ELCF 5650/465, ED 4312/312; PSYC 2020/206, PSYC 5830/445, S ED 4301/301, and those courses specified in the General Requirements for each program. Students who enroll in courses requiring admission to the College of Education receive an administrative withdrawal from those courses if they have not met all admission requirements by the end of the preceding term. Admission requirements are waived for fully certified teachers who present a current State of Illinois Initial or Standard Teacher Certificate to the Office of Teacher Certification in ED 208.

Information concerning program requirements may be obtained from the individual program listings.

STUDENT TEACHING

All students completing an initial teacher preparation program are required to student teach five full days per week for 16 weeks. Prerequisite requirements for student teaching include: admission to the College of Education; completion of all coursework (except for the research course required in the Master of Arts in Teaching degree programs in early childhood, elementary, and secondary education); a minimum grade point average of 2.5 in all coursework required in the program, in all coursework in the area of specialization or concentration, and in all coursework in professional education, either as transfer credit or work completed at Chicago State University; completion of one credit hour review course for the Illinois Teacher Certification Content Area Test; completion of an internship; and a passing score on the Illinois Teacher Certification Content Area Test. Additional prerequisite requirements for student teaching, including higher grade point average requirements, may be included in individual program listings. No other courses may be taken during the semester of student teaching. Students should consult with their advisors before applying for student teaching to be sure that all requirements have been met.

Qualified students are required to attend a Student Teaching Application Meeting the semester preceding the term they expect to student teach. This meeting is held each Fall and Spring Semester on the third Tuesday after the beginning of day classes. The specific dates are posted throughout the university and published in Up To The Minute campus newsletter. Students who do not

meet application deadlines must reapply the following semester.

All candidates must pass the Assessment of Professional Teaching (APT) test before completing student teaching.

Student Teaching Option for Full-time Substitutes: Post baccalaureate full-time substitute teachers, completing initial teacher education programs, may qualify for a student teaching option in their own classroom without relinquishing their position or salary if they meet the following criteria:

- Minimum grade point average of 3.0 in all coursework required in the program, in the area of specialization or concentration, and in professional education.
- Minimum six semesters of full-time teaching experience with total responsibility for an assigned classroom.
- Classroom assignment matching the area of certification the semester before student teaching.
- Positive evaluations of classroom teaching performance from current school principal and campus-based internship supervisor.
- Request from school's principal for student teaching placement in current classroom and identification of a site-based supervisor.
- Recommendations from two teaching colleagues in the school.
- Professional development outside of coursework in the form of in-services, workshops, conferences, and/or membership in professional organizations.
- Portfolio of sample curriculum materials and lesson plans.

- Passing scores on the Illinois Certification tests of Basic Skills, Content Area and Assessment of Professional Teaching.
- Completion of 50 secondary and 50 elementary field experience hours for K-12 programs.
- Minimum of 100 field experience hours in public schools if student teaching assignment is in private school (no field experience hours can be waived for teaching experience).

For additional information concerning student teaching or the student teaching option for full-time substitutes, contact the Office of Field Placement, ED 322 (773/995-2392) or an academic advisor.

Teacher Certification

The College of Education has the responsibility of recommending students completing an entitlement program for all initial and advanced certificates and endorsements. Early and continuous consultation and careful planning are essential for students who are seeking to satisfy initial teacher certification requirements.

No one may be recommended for certification to teach or supervise in the public schools of the state of Illinois who is not of good character, good health, a citizen of the United States or legally present and authorized for employment, and at least 19 years of age.

Satisfactory completion of an approved teacher preparation program at Chicago State University entitles a student to a recommendation for a state of Illinois teacher certificate. A recommendation for certification is made for students who complete

a state approved teacher preparation program; have a grade point average of 2.5 in all coursework required in the program, in all coursework in the area of specialization or concentration, and in all work required in professional education, either as transfer credit or coursework completed at Chicago State University; complete student teaching at Chicago State University with a grade of B or better; earn a grade of C or better in all other professional education courses; and pass the Illinois Certification tests of Basic Skills, Content Area and Assessment of Professional Teaching. Other requirements for certification may be included in individual program listings. Applications for and information about certification and certification examinations may be obtained in the Office of Teacher Certification and Teacher Preparation Programs, ED 208 (773/995-2519).

Teacher Certification Students

Individuals who already possess a bachelor's degree and wish to earn a teacher certificate may enroll as certification students in an approved program that satisfies state of Illinois certification requirements. Certification students must meet requirements for admission to the College of Education.

Certification students enroll in a non-degree certification-only program or in a master's degree program leading to initial certification in early childhood education, elementary education, secondary education, or K-12 education (see College of Education in this catalog for information about master's degree programs leading to initial certification). Certification students

can make an appointment with the Office of Teacher Certification to have their transcripts evaluated in order to determine eligibility for the master's degree program and deficiencies in courses necessary for initial certification. Certification requires the successful completion of state certification examinations in Basic Skills, Content Area and Assessment of Professional Teaching.

Certification students who have been evaluated by the Illinois State Board of Education (ISBE) to determine specific course deficiencies for an initial teacher certificate through ISBE transcript evaluation, may enroll in courses leading to initial certification through transcript evaluation. Certification students who have been issued an ISBE deficiency statement must meet requirements for admission to the College of Education and course pre-requisite requirements in order to enroll in teaching methodology courses or student teaching. Students who obtain certification through ISBE transcript evaluation are enrolled as graduate students-at-large and cannot receive an institutional recommendation for certification in Illinois or any other state.

Students holding a current State of Illinois Initial or Standard Teacher Certificate are exempt from meeting the College of Education admission requirements prior to enrolling in certification courses. (The following certificates do not qualify for this exemption: substitute, transitional bilingual, provisional vocational, administrative, and school service personnel.) Certified teachers must present a current certificate to the Office of Teacher Certification when they enroll for the first time in certification courses.

All certification students enroll as graduate students through the Office of Teacher Certification. Applications and information may be obtained in the Office of Teacher Certification, ED 208 (773/995-2519).

STATE OF ILLINOIS CERTIFICATION EXAMINATIONS

Illinois certification requires testing in basic skills, in the content-area, and, for teacher certificates only, in professional standards. A passing score report on the Illinois Certification Test of Basic Skills taken any time since 1987 is required for admission of certified teachers to a graduate program in general administration, school counseling, library information and media, reading, or special education. See individual programs listings for Assessment of Professional Teaching and/or Content Area certification testing requirements. The Assessment of Professional Teaching and Content Area certification tests must be passed within the last five years. Registration and study materials for certification examinations are available online at www.icts.nesinc.com.

Non-degree Study

GRADUATE-AT-LARGE

Students who have at least a bachelor's degree from an accredited college or university may enroll in select graduate or undergraduate courses for their own enrichment, or to qualify for teacher certification as part of in-service teacher training, or for professional advancement. Admission information for graduate students-at-large is available in the next section (see "Admissions"). Students must

apply and be formally admitted in a program to work toward a graduate degree or certificate. Only degree status students are eligible to receive a graduate degree. **A non-degree status student who has not gained formal admission to a specific baccalaureate certificate or graduate degree program – in spite of completion of all of the course work required for a certificate or degree – will not be awarded a certificate or degree.**

OFF-CAMPUS (EXTENSION) SERVICES

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

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

GENERAL ADMISSION REQUIREMENTS

Admission to Doctoral Programs

To be eligible for admission to a doctoral program, individuals must hold the master's degree from a regionally accredited college or university and present a record of prior academic performance that indicates potential for success in a doctoral program. Applicants with a grade point average of 3.5 or better (on a 4.00 scale) for the final 60 semester credit hours of prior courses completed and who satisfy specific departmental requirements are generally recommended for regular admission.

Admission to Master's Programs

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

conditional admission (see, "Conditional Admission," below).

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

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

Admission to Graduate Certificate Programs

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

uate certificate program may be applied toward a subsequent master's degree with specific consent by the department.

Admission of International Students

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

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

Educational Credentials Evaluators

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

World Education Services

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

Josef Silny and Associates

PO Box 248233
Coral Gables, FL 33124
info@jsilney.com

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

ENGLISH CERTIFICATION (INTERNATIONAL)

An applicant whose native language is not English must present a minimum score of 550 on the written test or a minimum score of 213 on the computer test. The score must be less than two years old prior to the beginning of the academic term for which admission is desired. Foreign students holding a bachelor's degree from accredited colleges and universities in the United States are not required to submit TOEFL scores. Applications for the TOEFL may be obtained from Educational Testing Services, Box 995, Princeton, New Jersey 08540. For TOEFL information, contact www.toefl.org.

Notification of Admission

Admission to graduate study is a two-tier process. When all necessary documenta-

tion has been received, a preliminary evaluation is done in the School of Graduate and Professional Studies prior to sending the application to the department to which the student has applied. These evaluations are performed by departmental staff and they may take several days. Incomplete applications are not forwarded to the academic departments.

The School of Graduate and Professional Studies evaluation is based on the student's prior academic record. If the applicant's grade point average for the last 60 credit hours of the undergraduate record is 2.75 or above (for most programs), the application is sent to the department to evaluate course work that demonstrates writing and quantitative skills as well as competency in courses relating to the discipline. After reviewing the completed application, the department forwards a written admission decision to the School of Graduate and Professional Studies as to whether or not the student should be admitted to degree status. The School of Graduate and Professional Studies then notifies the student in writing of the university's decision. Students are strongly encouraged to retain their admission letter for future reference. The term for which the applicant is admitted is stated in the official admission letter prepared by the School of Graduate and Professional Studies.

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

Types of Admission

FULL ADMISSION

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

CONDITIONAL ADMISSION

The records of students whose grade point average is between 2.75 and 2.99 (on a 4.00 scale) for the final sixty (semester) credit hours of undergraduate/graduate courses are reviewed individually for other evidence of potential for success in graduate study to determine eligibility for conditional admission. Normally, courses in the degree program may not be taken by a conditional student until the graduate courses prescribed by the department to remove conditional status have been satisfactorily completed.

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

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

CHANGE OF STATUS (CONDITIONAL TO FULL ADMISSION)

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

EARLY ADMISSION (GRADUATING SENIORS)

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

degree will have their admission rescinded and all graduate credit earned will be lost.

ADMISSION TO CANDIDACY

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

CHANGE OF PROGRAM

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

ring applicant as for a new applicant. No additional application fee is required.

NO SHOWS

Students are expected to enroll in the term to which they have been admitted. At the discretion of the School of Graduate and Professional Studies and the academic department supervising the degree program, students may defer their initial term of enrollment for no more than one academic year by submitting a written request directly to the School of Graduate and Professional Studies. Students are responsible for policies and procedures in effect at the time of their initial enrollment. The time to complete the degree remains the same.

Applying for Admission

There is a \$25.00 nonrefundable application fee due at the time of application. Applications submitted without the admission fee will not be processed. Applications for admission to the Fall Semester must be submitted by March 15th. Applications for admission to the Spring Semester must be submitted by October 15th. International students must have all their applications completed and submitted at least one month prior to these deadlines (2 months is recommended for those requiring student visas). It is important that these deadline dates are met to ensure admission in the appropriate semester. Applications for admission to a degree program for the summer session are at the discretion of the department administering the program.

Applicants may choose to enroll for courses as graduate students-at-large while their applications are pending. Enrollment

as a graduate-at-large (see “Graduate-at-Large,” below) is in no way a guarantee of future admission to a degree program. Students choosing to enroll as graduate-at-large students must meet the admission requirements for non-degree status and are advised that certain admission and enrollment restrictions may apply.

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

OFFICIAL TRANSCRIPTS

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

TRANSFER CREDIT

A student may petition to have graduate credit earned at other regionally accredited colleges and universities, which were not used towards a degree, applied to a degree program at Chicago State University. Approval is dependent upon the depart-

ment supervising the degree program and the graduate dean. For an evaluation of transfer credit taken prior to admission at CSU, the student must indicate on the application for admission any transfer credit he or she wishes to have considered. All courses must have been taken within the time limit for completing the degree program prior to the conferral of the graduate degree (see Time Limit under "Academic Regulations"). Grades earned must be at least a B. In general, up to nine semester hours from other universities may be accepted in transfer towards the degree. Some programs, however, accept fewer. As many as 12 graduate hours taken at CSU may be accepted.

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

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

program) may be used to satisfy requirements for a master's degree.

PURSUING MULTIPLE DEGREES

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

READMISSION/REENTRY

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

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

LEAVE OF ABSENCE

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

EXTENSION OF TIME LIMITS TO COMPLETE THE DEGREE

Graduate students, who have not completed their program within the required time limit (starting from the date of the earliest courses applied to the degree) but are in good academic standing, should apply to the School of Graduate and Professional Studies for an extension prior to the beginning of the semester in which they plan to re-enter. The student must file a petition for the extension to the graduate dean explaining the circumstances and a plan for completion. The student also needs to arrange for the program advisor to write a letter of support to the Dean.

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

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

(ACADEMIC) REINSTATEMENT

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

- the student is in good academic standing;
- any delinquent fees or charges are paid including tuition and continuing fees owing for the period during which the student did not register;
- the time limit for degree completion, including the sessions in which the student was not registered, has not expired;
- a student who was required to withdraw for academic reasons is not necessarily eligible for reinstatement.

Admission as a Non-degree Student

GRADUATE-AT-LARGE

Non-degree admission to the School of Graduate and Professional Studies is granted to those who wish to enroll in courses but do not intend to qualify for a degree. Students who hold at least a bachelor's degree from an accredited college or university and who wish to enroll in graduate courses for their own personal enrichment, or professional advancement may do so by completing a short student information form in the School of Graduate and Professional Studies. There is a nonrefundable \$25 application fee. Applicants for graduate-at-large status must present proof of degree at the time of application. A maximum of twelve semester hours taken in graduate student-at-large status at Chicago State University prior to formal admission may be applied to a master's degree program at Chicago State University with the approval of the department administering the program. (Some programs only permit 6 hrs.) Admission on a non-degree basis does not imply eligibility for matriculation or acceptance in any degree program.

MINORITY STUDENT ENRICHMENT PROGRAM (MSEP)

Purpose

The Minority Student Enrichment Program (MSEP) is a joint program established by the University of Chicago and Chicago State University. This program includes opportunities for Chicago State University students to take courses and use facilities at the University of Chicago, a seminar

series on academic and career-oriented topics, and social interaction with students from both campuses. MSEP, though not establishing a direct "pipeline" to graduate school, is designed to encourage students to pursue further education in a doctoral program, and prepare and aid students in that pursuit. Its ultimate goal is to increase minority representation on college and university faculties.

Program

The MSEP program consists of two components for graduate students:

1. The opportunity for students enrolled at Chicago State University to take courses at the University of Chicago, with credit transferable to Chicago State University. Tuition is free, covered by the program, and a stipend is provided for books and travel expenses.
2. A free seminar series which explores graduate school: What Ph.D. programs are like, how to apply for and finance them, and the academic careers that follow.

Eligibility

Graduate students must be currently enrolled at Chicago State University and have completed a minimum of nine credit hours. Participation is open to students in fields of study that normally culminate in a doctorate, e.g., behavioral and social sciences, physical and biological sciences, and humanities. (Students in fields that do not usually grant a doctorate, e.g. business and nursing, are not eligible for this program.)

For further information, contact Professor Marc Cooper, Chicago State University, Coordinator of MSEP, at 773/995-2131.

REGISTRATION

Graduate students are required to enroll at the university according to the calendar and instructions published in the Class Schedule Bulletin. Registration is not complete until all fees are paid and all registration materials are processed and filed in the Office of the Registrar. Students should consult the Class Schedule Bulletin for specific details prior to registration.

COURSE LOAD

A full academic schedule of courses for graduate students is nine semester hours in a semester (half-time is six semester hours). For students who work full-time, the recommended maximum course load is six semester hours. Exceptions to this policy may be made only with the approval of the graduate advisor and/or the department chairperson and the Dean of Graduate and Professional Studies. Contact the Office of Student Financial Aid for enrollment requirements for student financial assistance.

F-1 international students must carry a minimum 9 credit hours during fall and spring terms to maintain lawful F-1 student status in the United States.

COURSE NUMBERS

Courses numbered 5000 are taught at the graduate level. When 4000/5000 courses meet concurrently, graduate students are expected to perform according to graduate-level standards. Usually, graduate students will conduct advanced-level research that results in a written paper or report. More reading at a more challenging level

is also assigned and all work is evaluated at the appropriate graduate level of quality, sophistication, and thoroughness. Courses numbered 5000 - 5999 are designed as components of master's degree programs and only those who hold at least a bachelor's degree may enroll. Graduate students-at-large may enroll in 5000 level courses, except those courses specifically designated by departments as being restricted to degree candidates and/or requiring departmental permission. Graduate students-at-large who wish to enroll in 5000 level courses should first check with department graduate advisors or chairpersons prior to registration and obtain their signature authorizing them to enroll. Undergraduate students cannot take courses numbered 5000 - 5999 or 6000 - 6999.

CONCURRENT REGISTRATION

In order to enroll in a course or courses at another college or university, a student following a graduate degree sequence at CSU must obtain prior written approval for concurrent attendance from the departmental advisor and dean before enrolling. Transfer credit for work taken at another college or university will be granted only when the appropriate approval has been obtained in advance. The request for permission to transfer credit to a degree program from another college or university must be submitted in writing and appropriate course descriptions must be included.

CHANGE OF REGISTRATION

Students may change their course registration only during the change of program period during the first two days of classes. To add or drop a course the student must

obtain a change of program form from the program advisor or from the School of Graduate and Professional Studies. When the student has obtained the appropriate signatures, paid the required fees (if any), and submitted the completed form to the Office of the Registrar, the requested changes become official.

PREREQUISITES

Prerequisites for courses are listed in this catalog. Students may not register for a course if they do not meet these published prerequisites. Failure to abide by prerequisites may result in administrative withdrawal from the course, loss of credit for the course, or not meeting departmental requirements.

PAYMENT OF FEES

Registration, activity, and all other applicable fees must be paid at the time of registration (or arrangements for deferred payments must be made). Registration is not complete and students may not enroll in classes until all fees are settled. In addition, all financial accounts must be clear before a transcript of an academic record can be issued.

REFUNDS

A student who has registered and officially withdraws before the tenth day of regularly scheduled classes from the university, in accordance with established university procedures, will receive a refund of all tuition, student activity, and University Center fees. For the Summer term, the full refund period is effective through the sixth day of regularly scheduled classes.

A student who officially withdraws in accordance with established university procedures after the tenth day but before the twenty-first day of regularly scheduled classes will receive a refund of one-half of tuition, student activity fees, and University Center fees. For the Summer term, the one-half refund period is effective through the 12th day of regularly scheduled classes.

A student may receive a refund of mandatory fees if a scholarship is awarded which covers those fees. The application for refund must be made no later than sixty calendar days after the close of the session.

A student will receive a refund of mandatory fees if the university declares the student ineligible for enrolled status prior to the first day of regularly scheduled classes.

A student who changes from full-time to part-time status prior to the tenth day (fifth day during Summer term) of regularly scheduled classes will receive a refund of all mandatory fees not applicable to part-time status. A student receiving a refund of fees will not be eligible for activities and benefits covered by such fees.

IMMUNIZATION

Illinois Public Health Act 85-1315 specifies that any student registered for six hours or more and born on or after January 1, 1957 who is either a first time freshman, a transfer student, or a student reentering the university after an absence of more than one semester will be required to show proof of immunity to measles, mumps, rubella, diphtheria, and tetanus.

Evidence of immunity from these diseases is required for United States nationals. A registered health care provider must verify

documentation of immunization and testing. A high school health record with proof of immunizations, if properly noted and certified, is acceptable documentation for residents of Illinois. Individuals who are not properly immunized will not be allowed to register. Proof of proper immunization must be on file prior to registration.

Evidence of tuberculin testing is required for all international and residence hall students, as well as students in programs which require proof of immunizations (e.g., health programs and education).

Students who need to obtain immunizations or information regarding immunizations may contact the Wellness/Health Center or one of the city of Chicago public health clinics. Students residing outside of the city of Chicago should contact the Public Health Clinic for their township or county.

Students who wish to document that they have met the immunization requirements must complete the Certificate of Immunity form and send it to:

Wellness/Health Center

Chicago State University
9501 King Drive, ADM 131
Chicago, IL 60628.

For more information call 773/995-2010.

Other Vaccines Strongly Recommended

- Meningococcal Vaccine—Meningococcal bacteria are transmitted through air droplets and direct contact with persons already infected with the disease. One dose recommended at entry into college for students who wish to reduce their risk of meningococcal disease. Meningitis is a potentially life-threatening bacterial infection.
- Hepatitis B series or documented proof of immunity.
- Varicella vaccine or documented proof of immunity.

REGISTRATION HOLDS

Students with holds may not register until the department that initiated the hold processes a release. Please contact the department that has placed a hold on your record prior to your scheduled registration date. You cannot web register if you have a hold. Holds can be viewed in CSU X-PRESS. Check for holds before the registration period begins. Holds can be placed by:

Bursar (Balance Due) ADM-213
Wellness Center (immunization/ records needed) ADM-131

ILLINOIS RESIDENCY

The university shall determine the residency status of each student enrolled in the university for the purpose of determining whether the student is assessed in-state or out-of-state tuition. Each applicant for admission to the university shall submit, at the time of application, evidence for determination of residency. The office responsible for admissions shall make a determination of residency status.

To be considered a resident, an adult student must have been a bona fide resident of Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which the individual registers at the university and must continue to maintain a bona fide residence in Illinois.

RESIDENCY APPEAL PROCEDURE

Students who take exception to their residency status classification shall pay the tuition assessed, but may file a claim in writing to the Registrar's Office for reconsideration of residency status. The written claim must be filed within thirty (30) calendar days from the date of the tuition bill or the student loses all rights to a change of residency status for the term in question. If the student is dissatisfied with the ruling in response to the written claim made within said period, the student may file a written appeal within ten (10) calendar days of receipt of the decision to the Registrar's Office. Such written appeals shall be forwarded to the Provost, who shall consider all evidence submitted in connection with the case and render a decision which shall be final.

TRANSCRIPTS AND DIPLOMAS

The Office of the Registrar will issue a transcript of the academic record of a student upon request. All requests for transcripts must be in writing, either by letter or on the Transcript Request form supplied by the Office of the Registrar. All requests for transcripts must be accompanied by the signature of the student and a mailing address indicating where the transcript is to be sent. All transcripts must be mailed by the Office of the Registrar and may not

be given personally to the requester without prior approval of transcript personnel. The time required for preparation and mailing of transcripts varies depending upon when the request is made. During registration and term-ending periods there may be a delay of several days. A fee of \$5.00 is charged for each transcript issued. Transcripts will be issued only for students whose records are clear of all financial or other obligations to the University.

Duplicate diplomas will be furnished for a fee. Duplicate diplomas are ordered only twice a year through the Office of Registrar.

FINANCIAL INFORMATION

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

Nine hours is considered full-time for graduate students.

**IN-STATE, ON-CAMPUS
GRADUATE (MASTERS AND POST
BACCALAUREATE CERTIFICATE)
TUITION AND MANDATORY FEES***

Tuition per credit hour is \$187.00

Credit hours	Fees	Total
1	375.00	562.00
2	375.00	749.00
3	375.00	936.00
4	375.00	1123.00
5	375.00	1310.00
6	375.00	1497.00
7	375.00	1684.00
8	375.00	1871.00
9	375.00	2058.00
10	375.00	2245.00
11	375.00	2432.00
12**	1004.00	3248.00
13	1004.00	3435.00
14	1004.00	3622.00
15	1004.00	3909.00

**IN-STATE, ON-CAMPUS
DOCTOR OF EDUCATION
TUITION AND MANDATORY FEES***

Tuition per credit hour is \$214.00

Credit hours	Fees	Total
1	375.00	434.00
2	375.00	633.00
3	375.00	832.00
4	375.00	1031.00
5	375.00	1230.00
6	375.00	1429.00
7	375.00	1628.00
8	375.00	1827.00
9	375.00	2026.00
10	375.00	2225.00
11	375.00	2424.00
12**	1004.00	3163.00
13	1004.00	3362.00
14	1004.00	3561.00
15	1004.00	3760.00

**OUT-OF-STATE GRADUATE
(MASTERS AND POST
BACCALAUREATE CERTIFICATE)
TUITION AND MANDATORY FEES***

Tuition per credit hour is \$370.00.

Credit hours	Fees	Total
1	370.00	745.00
2	370.00	1115.00
3	370.00	1485.00
4	370.00	1855.00
5	370.00	2225.00
6	370.00	2595.00

7	370.00	2965.00
8	370.00	3335.00
9	370.00	3705.00
10	370.00	4075.00
11	370.00	4445.00
12**	1004.00	5444.00
13	1004.00	5814.00
14	1004.00	6184.00
15	1004.00	6554.00

**OUT-OF-STATE DOCTOR
OF EDUCATION
TUITION AND MANDATORY FEES***

Tuition per credit hour is \$400.00.

Credit hours	Fees	Total
1	375.00	775.00
2	375.00	1175.00
3	375.00	1575.00
4	375.00	1975.00
5	375.00	2375.00
6	375.00	2775.00
7	375.00	3175.00
8	375.00	3575.00
9	375.00	3975.00
10	375.00	4375.00
11	375.00	4775.00
12**	1004.00	5804.00
13	1004.00	6204.00
14	1004.00	6604.00
15	1004.00	7004.00

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

** *Mandatory health insurance included.*

**COLLEGE OF PHARMACY
TUITION AND MANDATORY FEES**

(per credit hour)

Illinois Resident

\$8750.00 per semester *plus*

\$1004.00 in fees.

Out-of-State Resident

\$13,125.00 per semester *plus*

\$1004.00 in fees.

OFF-CAMPUS TUITION

(per credit hour)

**Illinois
Resident**

\$254.00

**Out-of-State
Resident**

\$480.00

**DISTANCE LEARNING
OFF-CAMPUS TUITION**

(per credit hour)

Graduate: \$455 *plus* \$50 fee per course. Any combinations of off-campus and on-campus courses will have mandatory fees charged.

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

FEES

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

Part-time Fees (11 credit hours or less):

Total Fees **\$375.00**

Full-time Fees (12 or more credit hours):

Total Fees **\$1004.00**

**RESIDENCE HALL ROOM
AND BOARD**

	Double	Single
Academic year	\$6890.00	\$10,396.00
Semester	\$3445.00	\$5198.00

Student Health Insurance

The basic student health plan for accident and sickness is mandatory for undergraduate and graduate students who enroll for 12 credit hours or more. The fee applies to all on- campus credit hours and students with a combination of off-campus and on-campus credit hours. Students are automatically charged a fee for student health insurance on their tuition account through the Bursar's Office each time their enrolled credit hours become 12 or more. Cost: \$345.50. For information call 773 / 995-4533.

COVERAGE PERIOD

Students enrolled in the insurance plan for the Fall Semester will receive coverage until the beginning of the Spring Semester. Those students enrolled in the insurance plan for the Spring Semester will receive coverage until the beginning of the following Fall Semester. Students are

provided with coverage on campus as well as off campus.

**OTHER STUDENTS ELIGIBLE FOR
PARTICIPATION IN THE PLAN**

Part-time students will be allowed to enroll in the Student Health Insurance Plan on a voluntary enrollment basis, but at a slightly higher rate. In addition, insurance coverage for the Summer Session is offered to students on an optional basis.

**APPLICATION FOR CANCELLATION
AND CANCELLATION
REQUIREMENTS**

Students who enroll for 12 or more credit hours and who have equal or better health insurance coverage may apply for cancellation from the mandatory fee providing the following steps are taken:

1. Waiver must be signed and initialed.
2. Copy of insurance card must accompany waiver.

The cancellation forms are available during the registration period or may be obtained from the Office of Student Health Insurance. Students receiving full monetary award from the Illinois Student Assistance Commission are not eligible to cancel. Cancellation deadlines are published in the Class Schedule Bulletin each semester.

INSTALLMENT PAYMENT PLAN

Students may pay for their tuition and mandatory fees on an installment payment plan. A nonrefundable service fee will be charged to students choosing the installment payment plan, according to the month that the plan begins for the term.

The first payment is due at the time of registration. The second payment is due approximately one month later. The third or final payment is due approximately one month after the second payment. See the Class Schedule Bulletin or check with the Office of the Bursar each semester for the specific dates of installment payments. A delinquent fee of \$25.00 will be charged to students who have not completed full payment of their tuition and fees by the due date of the final payment, and a financial hold will be placed on the student's records preventing registration for the subsequent semester.

ONLINE PAYMENTS

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

FINANCIAL ASSISTANCE

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

A student who wishes to apply for financial aid must complete the Free Application for Federal Student Aid (FAFSA). This form is available in the Office of Student Financial Aid. Financial assistance available to graduate students includes tuition scholarships, employment, graduate assistantships and loans. Financial assistance awards are made on demonstrated financial need and processed on a first-come, first-serve basis.

ELIGIBILITY

Students must be admitted to a master's degree program. Unclassified, Graduate-At-Large, and or special students are ineligible for assistance. Students must be in compliance with the Chicago State University Financial Aid Satisfactory Academic Progress Policy.

Federal Family Education Loan Programs (FFELP)

- ♦ Subsidized Federal Stafford Loan
- ♦ Unsubsidized Federal Stafford Loan

Under these programs low interest loans are provided to students who are enrolled at least half-time as graduate students and enrolled in a degree or certification program. Loan applications are available in the Office of Student Financial Aid. Further information about these programs can be obtained by writing the Illinois Student Assistance Commission, 1755 Lake Cook Road, Deerfield, IL 60015-5209.

DEBT MANAGEMENT

Students who receive Federal Family Education Loans are required to participate in debt management counseling. Students are required to attend an entrance interview prior to receiving loan disbursement and an exit interview when they completely withdraw or graduate from the institution. Students should contact the Office of Student Financial Aid if they are graduating or anticipating complete withdrawal to schedule an exit interview.

FEDERAL PERKINS LOAN (FORMERLY NATIONAL DIRECT STUDENT LOAN)

This program provides low interest loans for up to \$10,000 aggregate (includes both undergraduate and graduate Perkins loans), based upon availability of funds, for all educational work. Regularly admitted students who are enrolled on at least a half-time basis are eligible for consideration. Loans carry low interest rates which begin nine months after the borrower ceases to be at least a half-time student, and payment is due after this period. Payments may be extended over a ten year period with the stipulation that cancellation of principal plus interest is authorized for those who

teach in specified areas or for borrowers who serve as members of the armed forces in an area of hostilities that qualifies for special pay under Section 310 of Title 37, United States Code or certain law enforcement officials. Repayment may be deferred for up to three years while a borrower is serving in the armed forces, with the Peace Corps, or VISTA.

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

ILLINOIS VETERANS SCHOLARSHIP

Tuition and certain fees for the equivalent of four calendar years at state colleges or universities are covered. Students who wish to be considered for military scholarships must submit a copy of their separation papers (Form DD2214) to the Office of Veterans Affairs, located within the Office of Student Financial Aid, ADM-207, extension 3549, and complete an application for the scholarship.

MIA/POW SCHOLARSHIP

Tuition and activity fees for an equivalent of four calendar years are covered for any spouse, natural child, legally adopted child, or stepchild of an Illinois veteran or service person who has been declared by the U.S. Department of Defense or the U.S. Veterans Administration to be a prisoner of war or missing in action, or who has died as the result of a service-connected disability

or is 100% disabled. More detailed information may be obtained from the Office of Veterans Affairs, located within the Office of Student Financial Aid, ADM-207, extension 3549.

GRADUATE ASSISTANTSHIPS

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

For information pertaining to scholarships, contact academic departments and advisors.

FELLOWSHIPS

The Diversifying Higher Education Faculty in Illinois Program (DFI) was established by the Illinois General Assembly and signed as Public Act 093-0862 on August 4, 2004. The purpose of the DFI Program is to increase the number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards. Chicago State University is a participant in the DFI Program. The program carries an annual stipend and a full tuition waiver for eligible students. Applicants must be unconditionally to a degree program, demonstrate financial need and meet other program criteria. Application materials and guidelines are available online at <http://www.dfi.siu.edu>.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR GRADUATE STUDENTS RECEIVING FINANCIAL AID

Federal and State Regulations require Chicago State University to establish and implement a "Satisfactory Academic Progress Policy" for students participating in the following programs:

- Federal Work (FWS)
- Federal Perkins Loan (Formerly National Direct Student Loan)
- Federal Family Education Loan Program (FFELP)
- Federal Stafford Loan (subsidized and unsubsidized)

Chicago State University's Satisfactory Academic Progress (SAP) Policy measures whether eligible graduate students are progressing at a reasonable rate towards the completion of their educational objectives. Students must be in compliance with this policy in order to maintain their continued financial aid eligibility to participate in the programs listed above. This policy includes the following provisions for graduate students:

- **Qualitative Measurement:** Students must maintain a minimum cumulative grade point average of at least 3.0 in order to comply with this provision. Students who do not meet this requirement will be placed on probationary status, if they meet minimum probationary requirements.
- **Quantitative Measurement:** Students must successfully complete 67% of the hours attempted each award year. Successful completion means that a grade of

A, B, C, D, or P is earned. Grades of F, W, I, or X are considered unsuccessful completion. Credit hours attempted includes all credit hours for which the student has officially registered that award year. The evaluation of eligibility under this standard will be at the end of each spring term and will take into consideration all terms of enrollment during the preceding award year.

- **Maximum Time-Frame:** Graduate students may continue to receive financial aid as long as total hours attempted does not exceed 150% of the hours needed to complete the graduate program that they are admitted to.
- **Withdrawals/Incomplete Courses:** Students who officially or unofficially withdraw from courses may be in violation of the attempt/completion or maximum time-frame provisions of the SAP Policy.

The SAP policy is subject to change without notice based on changes in government regulations or university policy.

ACADEMIC REGULATIONS

Student Responsibility

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

Changes in Rules and Policies

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

Student Responsibility Concerning Knowledge of Graduation Regulations and Procedures

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

UNIT OF CREDIT

The unit of credit is the semester hour. A credit hour consists of the equivalent of one 50-minute lecture or discussion period or two laboratory periods per week during an 18 week semester. Two 160 minute lecture or discussion periods or four 160 minute laboratory periods are required for a credit hour during a summer term.

GRADING SYSTEM

The grades assigned in courses are as follows:

Grade Point Value		
Grade	Description	Per Credit Hour
A	Excellent	4
B	Good	3
C	Fair	2
D	Poor, but Passing	1

F	Failure	0
P	Pass	0
W/P	Withdraw/Passing	0
W/F	Withdraw/Failing	0
W/A	Withdraw/Student Attended One Class Session	0
W/N	Withdraw/Student Never Attended	0
I	Incomplete	0
I/F	Missed Incomplete Deadline	0
T*	Thesis or Dissertation Incomplete	0
X	No Grade Issued	0
S	Satisfactory	0
U	Unsatisfactory	0

**The T grade may be issued only for the following courses: BIL 446, BIOL 5700/470, CJ 5855/455, ENG 5498/498, HIST 5499/499, LIB 5060/406, PSYC 5992/460, ELCF 5660/466, ECEE 5466/466, PE 5910/491, READ 5560/456, T&ED 5487/487, and T&ED 5999/499.*

PASS/INCOMPLETE

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

SATISFACTORY/UNSATISFACTORY

Satisfactory/Unsatisfactory grades are awarded only for the graduate thesis, dissertation or other each departmentally approved learning activities. **These grades**

are not used in the calculation of term or cumulative grade point averages.

INCOMPLETE

The grade of I (Incomplete) may be given if course requirements remain incomplete at the end of instruction. **In such cases the instructor will designate a period of one calendar year or less for completion of the work.** If the work is completed at the end of the designated period, the instructor will change the incomplete to a letter grade. **After one calendar year, the I grade will automatically change to a grade of I/F unless the instructor requests the registrar to extend the I for another semester.**

Additional requirements are imposed for students who maintain two or more grades of I on their permanent record (see Academic Progress and Probation Regulations).

GRADES OF T (6-12 CREDIT HOURS)

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

MASTER'S THESIS AND SPECIAL PROJECTS

Students enrolled for a thesis or research project course must register for the course each term in which they require faculty assistance until the thesis or project is completed. Grades for thesis will only be submitted and applied to the satisfaction of

degree requirements when the completed thesis has received the required final signatures of the departmental committee, the Dean of the School of Graduate and Professional Studies, and the thesis binding fees have been paid at the library. Until that point, a grade of T will be assigned to the thesis course. **The thesis will usually be completed within one year. Extensions for the thesis can be granted only by the Graduate and Professional Studies Council.**

DOCTORAL DISSERTATION

A grade of T is also assigned for each term of enrollment for those students who are actively performing work leading to the doctoral dissertation. Upon completion of the manuscript and successful completion of all degree requirements, a grade of "T" will be changed by the dissertation advisor to a grade of S for satisfactory or the "U" for unsatisfactory completion. An extension can be granted only by the dissertation supervisor and the Graduate and Professional Studies Council.

GRADE POINT AVERAGE

The number of grade points for a grade in a given course is found by multiplying the grade point value by the number of credit hours earned in the course. The term grade point average is calculated by dividing the total number of grade points which a student has earned in all courses taken during the term by the total number of credit hours attempted in that term. The cumulative grade point average is calculated by dividing the total number of grade points which a student has earned in all courses

taken divided by the total number of credit hours attempted. Failures are considered in the total number of credit hours attempted in computing the grade point average. **Courses in which the student received a P, W, I, T, W/P, W/F or which were taken at another institution, are not included in the calculation.**

REPEATED COURSES

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

ACADEMIC REQUIREMENTS FOR THE MASTER'S DEGREE

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

The master's degree will only be awarded to candidates who have achieved a 3.0 or above cumulative grade point average in all required and elective courses applied toward the master's degree. A course in which a grade of D was obtained must be repeated to obtain a grade of C

or better. Some departments have more stringent requirements. For more details on satisfactory academic progress, see the following section entitled "Graduate Academic Progress and Probation Policy."

GRADUATE ACADEMIC ADVISING

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

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

TIME LIMIT

All work to satisfy degree requirements (including transfer credits) must be completed within a six-year period, except that international students must

complete the work in two years, and students enrolled in the Social Work Program must complete the work in four years. Students enrolled in a doctoral program have seven years to complete the degree.

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

RESIDENT STUDY

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

COMPREHENSIVE AND QUALIFYING EXAMINATIONS

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

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

THESIS, DISSERTATION, AND SPECIAL PROJECTS

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

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

ration of the thesis or dissertation, formatting styles and guidelines for preparation of the master's thesis and the doctoral dissertation can be obtained from the School of Graduate and Professional Studies.

Composition of Committees

MASTER'S THESIS/ SPECIAL PROJECTS

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

DOCTORAL DISSERTATION

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

Applying for Graduation

Graduate students must file an application for graduation with the School of Graduate and Professional Studies. The student must obtain the signature of the graduate advisor or the program administrator before the deadline established for the term in which the student plans to graduate. Students who are enrolled in degree programs leading to teacher certification must also obtain filing approval from the Teacher Certification Office in Ed 208.

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

GRADUATION FEES

All graduate students are required to pay a \$25.00 nonrefundable processing fee. This fee covers the cost of the degree audit and the printed degree. This fee does not cover the cost of the cap, gown, or hood. Those attending graduation must also pay an additional \$40 cap and gown fee.

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

COMMENCEMENT

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

Students who do not plan to attend Commencement and who graduate in absentia should arrange with the School of Graduate and Professional Studies to have their diplomas mailed to them. Because graduation fees cover only a small part of graduation expenses, students who graduate in absentia are not excused from paying the processing and mailing fees.

STUDENT RESPONSIBILITY CONCERNING GRADUATION REGULATIONS AND PROCEDURES

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

Graduate Academic Progress and Probation Policy

DEGREE STUDENTS

Once admitted to a degree program, no more than two grades of C can be earned in any graduate courses taken whether or not the courses are part of the student's program. No graduate student may accumulate more than six credit hours of graduate work with a grade of D or F on his or her academic record, whether the grade is part of the graduate program or not. Where a student has two or more grades of I outstanding on the graduate record, the student should be reviewed for probationary status.

Courses taken prior to admission to a master's program must be approved at the time of admission if they are to be counted towards the degree. These courses must have a grade of B or better. Approval must be granted by both the department and the School of Graduate and Professional Studies. To gain approval an extra original transcript must accompany the application and submitted to the School of Graduate and Professional Studies.

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

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

NONDEGREE STUDENTS

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

Class Attendance

Students are expected to attend all class sessions in the course sections for which they are registered unless prevented by illness, an official university activity, a religious holiday, or other urgent, unavoidable reasons. The responsibility for maintaining class attendance records rests with each faculty member. Students are expected to make their own arrangements with faculty members about making up class work and all assignments when classes are missed.

The following is the university policy on class attendance:

- An instructor may drop students who do not attend the first day of class and make no attempt to contact the instructor or department chairperson prior to the absence.
- Instructors are required to monitor and keep records of the attendance of students at all class meetings. If after 4 1/2 weeks of instruction, a student's total absences are equal to or exceed the equivalent of two weeks of instruction, the instructor may drop the student from the course with a grade of W. After the official drop date, the instructor may assign a nonattendance grade of W/P (withdraw passing) or W/F (withdraw failing) with a formal request from the student. Instructors must post the grade of WA for students who attended at least one session and stopped attending, and WN for students who never attended any sessions.

CLASS ATTENDANCE AND RELIGIOUS OBSERVANCE

Chicago State University subscribes to the following policy and procedures, consistent with Illinois Public Act 84-212, an act to prohibit public school districts and institutions of higher education from discriminating against students for observing religious holidays (effective August 26, 1985). The university shall reasonably accommodate its students and employees to fulfill their regular duties on the occasion of a religious observation. Students and employees who believe they have been discriminated on grounds of religious observances, may seek redress through the Equal Employment Opportunity Office.

Chicago State University supports the concept of “reasonable accommodation of religious observances” in regard to admissions, class attendance, and the scheduling of examinations and other academic work requirements.

A student who is unable because of the observance of a religious holiday to attend classes on a particular day(s) or at a particular time of day may be excused from taking any examination or any study or other academic work assignments on such days or times.

Faculty and administrative personnel shall require up to five calendar days advance notice of absences to observe religious holidays.

It is the responsibility of the faculty and administrative personnel to make available to such students an equivalent opportunity to make up the examinations, study, or other academic work requirements which they missed due to such absences.

It is the responsibility of all students who also are employees of the university to make arrangements to fulfill their obligations to the university in advance of their absence, and/or to utilize accrued leave (if applicable) during the absence.

No fees or penalties may be imposed against the students who exercise such afforded opportunities.

Withdrawal from Courses

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

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

Students can request to drop or withdraw from a course after the submission of mid-term grades with the instructor’s signature. The form will have the instructor’s signature, student’s signature, and a space for a grade of W/P or W/F. The form will be completed in the student’s presence and forwarded by

the instructor to the Office of the Registrar, ADM 128. The grade of W/P or W/F will appear on the final grade sheet for each student whose name is submitted by the deadline published in the Class Schedule Bulletin for each semester. Forms submitted after the deadline will not be accepted.

Withdrawal from the University

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

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

Policy on Student Identification Card

All full-time and part-time students enrolled at Chicago State University are required to obtain an official CSU photo identification card. The card should be kept in their possession while on campus attending classes, using the library, the computer center, and attending campus functions. In addition, the CSU ID card is required to obtain free or reduced admission to university events. The card must be presented on demand for the purpose of official university identifi-

cation. The CSU ID card can be obtained from the ID office (NAL 428). To get an ID, students must present a photo ID and a current, paid registration receipt.

Policy on Student Conduct

The Office of the Assistant Provost for Student Affairs is responsible for providing oversight of the process for protecting students' rights to live and learn in a safe and crime-free environment. The office administers CSU's student judicial process and follows the guidelines established by the university. A judicial hearing committee representing members of CSU's faculty, staff and students is responsible for hearing students' responses to charges filed with the Office of Student Conduct and for levying sanctions in cases when students are found responsible for violating the Student Code of Conduct. The complete Student Code of Conduct can be found online at www.csu.edu/DOSA or by calling 773/995-2448. The Office of the Assistant Provost for Student Affairs is located in Cordell Reed Student Union Building 160.

Policy on Release of Information

Chicago State University, in accordance with the Family Education Rights and Privacy Act of 1974, has designated the degrees a student has been awarded, current enrollment status (full-time/part-time, withdrawal) and academic information used to determine eligibility for scholarships or awards as directory (public) information. The University receives many inquiries for directory information from a variety of sources including prospective employers, licensing agencies,

government agencies, friends and relatives. Students have the right to have this directory information withheld from the public if they so desire. Forms to request directory information be withheld can be obtained in the Office of the Registrar, ADM 128. The University, in good faith, will not release information not listed as directory information unless the student provides written consent for the release.

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

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

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

Policy On Plagiarism

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

Examples of Plagiarism are:

- ♦ Improper referencing or not referencing written or spoken words, sentences, phrases;
- ♦ Borrowing facts, figures, pictorial representations or phrases without acknowledging the source;
- ♦ Submitting professionally prepared work without noting the source.

Academic Grievances

All student grievances of an academic nature (e.g., evaluation and grading in courses or approval to participate in other required learning activities) are processed and adjudicated through departmental and college grievance procedures. Students who wish to file academic grievances are referred to the departments supervising the programs or courses in which the grievance has originated in order to initiate the procedure. Normally, for Academic Grievances, appeals are first handled at the departmental and/or college level. Further appeal may be made to the dean of the respective academic college, the Graduate and Professional Studies Council, and ultimately the Office of the Provost and Vice President for Academic Affairs.

INSTRUCTOR'S ORAL ENGLISH PROFICIENCY POLICY AND STUDENT COMPLAINT PROCEDURES

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

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

ACADEMIC RESOURCES

Academic Computing Center

The academic computing facilities are comprised of two open computer laboratories, located in Douglas Hall room 122 and the Cordell Reed Student Union Building, room 150. Both of these laboratories are open to all current CSU students, faculty, alumni and staff for research and instructional use. These laboratories are equipped with IBM compatible microcomputers running the windows/xp operating system and the following software: Microsoft Office (includes Word, Excel, Access, PowerPoint, Visio and Publisher), Statistical Packages (SPSS and SAS) as well as access to the internet. Remote access to the library databases is also available with a CSU email username and password.

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

Athletics

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

The mission of the department of intercollegiate athletics at Chicago State University is committed to providing opportunities

for student-athletes to achieve excellence in academic endeavors and maximum potential in their sport. Excellence is achieved through the constant pursuit of equity, student welfare and sportsmanship. The athletics environment serves as an educational laboratory for life long learning in self-discipline, honest effort, and cooperation which contributes to the growth of the student-athlete as a productive member of the university and the global community.

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

Breakey Theater

The Breakey Theater is housed in the Douglas Hall, room 104. With a seating capacity of 350, the theater provides a space that can be utilized for recreational, entertainment or ceremonial purposes. It is available to any organization on campus. The Breakey Theater is the home for displaying such talents as the CSU Danceworks, the Music Department and the Theater Department.

Campus Ministry

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

Although the campus ministers are sponsored at present by the Catholic Archdiocese of Chicago and the Chicago Metropolitan Baptist Association, their ministry is extended to all members of the university regardless of denomination. Members of the university are encouraged to utilize the Parker Meditation Room (DH 304) which is provided for quiet reflection, prayer, and worship.

Career Development Center

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

Child Care Center

The Child Care Center is equipped to provide quality care for preschool and school-age children two and one-half through ten years of age. The basic goal of CSU's Child Care Center is to provide an environment in which social, physical, intellectual and emotional growth is encouraged by a professional staff and a well-planned curriculum. Services are available full time, five days per week, from 7:00 a.m. to 5:30 p.m. Evening child care is available from 4:30-5:30 p.m. Head Start and subsidized child care programs for low income families are available. Families with handicapped children are encouraged to apply. Although CSU students have first priority, services are open to all members of the academic community. For further information contact the Child Care Center in RUC 101 or telephone 773/995-2556.

Counseling Center

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

Special programs in the areas of study skills and academic self-development are offered throughout the year. Workshops and presentations on a variety of topics such as

interpersonal relationships and skill building, depression and other emotional difficulties, and sexual responsibility are also offered each year. Psychological assessments are also available to assist students in career exploration, choosing a major or learning more about their specific learning difficulties. In addition, the Counseling Center provides consultative services to other campus offices, faculty and staff and assists the university community in understanding our student body through involvement in educational planning and decision-making.

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

Disabled Student Services (Abilities Office)

In order for students with disabilities to overcome limitations to the pursuit of their education, the Abilities Office provides services classified as reasonable accommodations such as note takers, readers, sign language interpreters, equipment loans, priority registration, advocacy and other accommodations. These services are provided to students who identify themselves and supply verification of the existence of a disabling condition. A person is considered disabled when he or she has a mental or physical impairment which hinders the performance of one or more major life functions such as walking, talking, breathing, and learning. These services are provided in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Services are provided at no

cost to all Chicago State students with verified disabilities. Students who need special parking permits should apply at the Secretary of State driving facility located at 99th Street and King Drive. The Abilities Office is located in the Counseling Center in the Cordell Reed Student Union Building, room 198, telephone (Voice) 773/995-4401, (TTY) 773/995-3761.

Equal Employment Opportunity Office

Chicago State University supports the principles of equal opportunity in employment and education. The University seeks to insure that no person will encounter discrimination in employment or education on the basis of age, color, disability, sex, national origin, race, religion, sexual orientation, or veteran's status. This policy is applicable to both the employment practices and administration of programs and activities within the University. It is the policy of the University that no person shall be excluded from the participation, be denied the benefits of, or in any way be subject to discrimination in any program or activity in the University.

The Equal Employment Opportunity (EEO) Office handles complaints of discrimination. Any employee or student may at any time contact the EEO Office for purposes of advice, discussion of an alleged discrimination complaint and/or assistance in undertaking a formal or informal resolution of a complaint. The Office is located in the Cook Administration Building, Room 317A, 773/995-2380

Evening and Commuter Student Services Office

The Office of Evening and Commuter Student Services assists students who attend evening classes. Students who attend evening classes are provided services that would otherwise be available only during normal business hours. Students receive assistance in processing academic paperwork, purchasing books, obtaining parking information, and/or accommodations, and other necessary services to ensure academic success. The office is located in Cordell Reed Student Union Building 262N.

Extension Services

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

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

Field Placement Office

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

Graduate Extension Service

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

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

Gwendolyn Brooks Center for Black Literature & Creative Writing

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

Housing & Residence Hall

The Residence Hall is a three-story quadrangle, coeducational facility housing approximately 340 students. There are 157 double rooms with adjoining bathrooms, and 24 deluxe single rooms with private baths. Each room comes furnished with beds, dressers, desk, chairs, closet space, cable T.V., personal computer, printer, phone and internet access, and a Micro/

Fridge unit. All rooms are equipped with smoke detectors, water sprinklers, and units for controlling air and heat.

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

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

Information concerning on-campus housing can be obtained by contacting the Office of Housing & Residence Life at 773/995-3676.

RESIDENCE LIFE

Residence Life Programming and Student Conduct at Chicago State University addresses the needs and interests of the campus community by providing ongoing, effective services to those seeking help relative to student conduct. Residence Life Programming and Student Conduct is responsible for the investigation and disposition of all student disciplinary matters, selection and training of hearing board members, peer review panel in Residence Hall and the appeals board. In addition, Residence Life Programming and Student Conduct is responsible for coordinating programs and policies that support the mission

and philosophy of The Office of Residence Life through the development of academic, cultural, social and community service programs within the Residence Hall.

Office of International Programs

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

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

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

ADMISSION

For admission to most study abroad programs, the student must be currently enrolled at Chicago State University.

Admission to the many available programs vary in terms of requirements for G.P.A., language proficiency, other special skills, academic discipline, academic level, full- or part-time status, and other criteria. Most programs are open to U.S. citizens and residents alike, although a few are open only to U.S. citizens.

COURSE OFFERINGS

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

SAB 5980/398/G Study Abroad –
College of Education

SAB 5990/399/G Study Abroad–
College of Arts and Sciences

ICPT 5500/450 Practical Training
for International Students

Latino Resource Center

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

Library and Information Services (LIS)

The mission of the Library and Information Services (LIS2) is to provide comprehensive information and instructional resources, support and sustain informed learning at the University, assist faculty

in quality teaching and research, support curricula, and to help students succeed in gaining a higher education. The Library, is a 142,000 square-foot facility at the head of the campus and comprises the university library, archives, media center, and an all-campus computer library.

The University's new state-of-the-art, high technology library and media center opens fall term 2006. Reengineered in every sense, this new facility combines traditional library with media services, archives and records programs. The new building will also include an Automatic Storage and Retrieval System (ASRS) served by robotic delivery to patrons and a projected Materials Handling System (MHS), and half of its intellectual resources are now digital and available on-line. The library works in conjunction with the nearby Cordell Reed Student Union Building and university conference center as a cultural complex capable of hosting major conference events in the library up to 600 people.

LIS2 is comprised of four departments. LIS Administrative Services (LISAS) coordinates overall management. LIS Information Technology and Systems (LISTS) addresses acquisitions, automation, and bibliographic control. Information, Instruction and Public Services (LISPS) is responsible for reference, access, instructional and media services.

Archives and Records Management Services (LIS ARMS) organizes the University's archives in the library proper and leads the University Records Advisory Council (URAC) in addressing the University's responsibilities as a public agency in managing its records that document the community's teaching, learning and service.

Library Building Directory

Access Services (Inter Library Loan/
Reserves)..... 132

Adaptive Technology (ADA) 228

Archives and Records Management 312

Assembly Rooms 301-302

Bibliographic Instruction.....210-211

Café..... 420

Circulation 133

Collection Development..... 121

Computer Lab 136

Education Resource Center..... 338

Exhibit Lobby 445

Faculty Development Studio..... 143

General Collection/
Open Stacks.....344-346; 446-447

Government Documents &
Maps 248-249

Group Studies.....224-244

Information Mall 223

Instructional Lab 144

Library Administration 436

Media Center..... 141

Multi-Purpose Rooms 410 & 415

Music & Performing Arts 338 (324)

Periodicals..... 250

Reference 233

Seminar Rooms..... 352 & 454

Special Collections 312

Studies: Tables & Carrels
(Open Seating) 334-346; 446-447

Visual Arts.....318, 338 (318)

LIBRARY

The Library seeks to be the library of choice for the CSU academic community and a model teaching library. It is open 84 hrs/week, and electronically 24/7. It provides a broad information literacy program for tutorial and class instruction in library use, an information skill set, bibliographic knowledge, and exposure to countless resources. It has 176 open seats for study (carrels and tables) and 60 cafe' seating. Its (state-of-the-art) Information Mall with 36 user multi-media workstations, and a 30 workstation Bibliographic Instruction Studio and Laboratory. The library's physical collections number nearly 500,000 volumes and are augmented by electronic journals and 3000 e-books, microforms, and audio-visuals, amounting to a total bibliographic unit equivalency of over a million volumes. Access is provided through I-Share, our statewide online resource sharing network containing 22 million volumes available at 65 colleges and universities throughout the state. In addition to the use of the extensive Chicago Public Library system and its nearby Woodson Regional Library, LIS' networking provides direct access to most Chicago academic libraries through infopasses distributed by LISPS Reference; indirect access to Center for Research Libraries (CRL's) 3.5 million volumes; and through interlibrary loan to OCLC's 8000 libraries worldwide and their 48 million titles.

Archives and Special Collections: This department is responsible for the University's official records, its archives, and historical collections, which are maintained in the library. Management is responsible

for records management campus-wide, in fulfillment of the University's responsibilities as an Illinois agency. Special Collections contains some depository archives and small book collections that speak to the University's important history as a normal school and teachers college, as well as books of special value to the contemporary University community at large. Foci of Special Collections include Leadership Archives with the paper of Senator Emil Jones, other political leaders, and Regional Studies with a core document of the Calumet Environmental Research Center (CERC) The Department offers meeting and seminar space for events related to its functions, and a secure reading room for the use of special collections.

Education Resource Center (ERC):

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

Government Documents: LISPS includes a selective US federal documents repository, which focuses on government information relating to the teaching and research interests of the university. It houses over 15,000 documents and many more in electronic form.

Media Center: This first floor facility operates like an audio-visual materials library for patron viewing, listening, and use of interactive multi-media software. It has 60

multimedia workstations, and a variety of recorders, viewers, and projectors, on which to use a growing collection of instructional software over and 2000 videos, and more than 3000 CDs. It provides a studio for faculty and course development and an adjacent Instructional Lab (30 workstations total). There is an adjacent lounge area in the lobby and 20 study seats.

Arts Center: Music and Performing Arts, and the Visual Arts work with the ERC and Special Collections to form a third floor cultural and education center. Reference collections of work of art, documentary art, and instructional materials are available with music scores and parts with multi-media workstations, audio rooms, and study area. Audio-visual media from the general collections can be accessed through Circulation and Audio-Visual services in the Media Center on floor one.

Media Production: This is a production studio for media, mostly videos of commercial quality, which are filmed, scripted, edited, and produced as customized services. Productions include satellite down-linked media presentations in the public domain which are recorded for later use; customized videos; Power Point and other computer-generated presentations; and video-recorded public events, which also contribute to the development of a visual archives for the university.

Office of Teacher Certification and Teacher Preparation Programs

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

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

Ombuds Office

The Ombuds office exists to enhance the university's ability to assist students with the solving of problems while maintaining

independence, confidentiality, and neutrality. The Ombuds Office is not an advocate for the student, or for the university, but an advocate for CSU student success. After a student has exhausted all other avenues to resolve a problem or complaint and is still unsatisfied, he/she may bring the issue to the Ombudsperson. Complaints lodged with the President of CSU may also be referred to the Ombuds Office. The office is located in the Student Union, Room 188, 773/995-2496.

Robinson University Center

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

Office of Student Affairs

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

ing the interpretation of student life policies and the resolution of personal, social, and academic concerns.

Office of Student Activities

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

STUDENT GOVERNMENT ASSOCIATION

Located in Room 268 of the Student Union, the Student Government Association (SGA) is the representative body for students and serves as an umbrella organization for all campus student organizations. All students who have paid their student fees are automatically members of the SGA and as such are entitled to vote, chair and serve on committees, hold office, and take advantage of all SGA-sponsored activities and services.

Technology and Learning Resources

The Division of Technology and Learning Resources brings together in a synergistic

fashion technology and learning. Summer 2005 reorganization pulled together, Distance Learning and On-line Education, Instructional Technologies, Media Services, Media Production and Audio/Visual Services, and Academic Computing to provide an improved coordination of service for faculty, students and staff at Chicago State University. Information about Technology and Learning Resources can be found on the web at www.csu.edu/tlr/.

Student Computing Services and Media Services

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

All Student Computing Service Labs are equipped with microcomputers running Windows/XP operating systems and the following software: Microsoft Office (Word, Excel, Access, PowerPoint, Visio

and Publisher), Statistical Packages (SPSS and SAS) as well as access to the Web. Library databases are also available with a CSU e-mail and password.

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

Office of Distance Learning and Instructional Technology

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

Competent Instructional Technologists and Student Technical Training providers provide instructional Technology development and training needs through the ODL. Media software and hardware classes including Blackboard course management and Smart Classroom technologies are delivered in the university's academic buildings. Portable equipment can be reserved online by faculty at www.csu.edu

tlr/avequipmentreq.htm and delivered to requested classrooms.

Presently ODL offers three distance learning methods of delivery: CSU Online, interactive and audio/video, and satellite networks. As with traditional campus-based enrollment, students must apply to the university and be accepted as a degree seeking or non-degree seeking student in order to earn college credit.

Chicago state University's CSU Online System is designed for technologically literate students. However, other interested students may obtain hands-on training from ODL in order to prepare for distance learning courses. Various computer-training student and faculty workshops are offered each year. Online tutorials are available at www.csu.edu/DistLearn/. In addition, student tutors are available to assist students in the Labs.

Online courses require students to have immediate access to the Internet and a CSU electronic mail account. The Video Conference Center provides live 2-way audio and video connections to either single or multiple sites utilizing digital compressed video technologies as well as video broadcasting (or extension course) using satellite down-link technology.

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

Media Productions and Audio/Visual Services

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

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

Television Services

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

viewing or cablecasting. Also, Television Services undertakes field production as requested. A professional level audio facility is available for radio and other audio productions.

University Research Compliance Committees

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

INSTITUTIONAL REVIEW BOARD (IRB)

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

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

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

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

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

RADIATION SAFETY OFFICE

The use of radioactive materials and radiation producing machines is governed by federal and state regulations. The Radiation Safety Office (RSO) at CSU oversees the use of ionizing radiation on campus and ensures compliance with these regu-

lations, to protect university employees, students, the public, and the environment. The department negotiates and holds the various licenses and registrations, which authorize the use of radiation sources at the various locations under its jurisdiction, and acts as an interface with the associated agencies. It implements a Radiation Safety Program, under the oversight of local Radiation Safety Committees for the various locations, and provides many support services. Forms and other information are available from the Department of Biological Sciences; located in the Williams Science Center.

UNIVERSITY RESEARCH AND RESEARCH DEVELOPMENT CENTERS

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

THE CENTER FOR URBAN MENTAL HEALTH RESEARCH (CUMHR)

The Center for Urban Mental Health Research functions to assist and promote research in mental health issues. In addition to providing assistance with design and analysis of research, the Center also assists with other aspects of on-going research. The Center received a grant to support research projects as well as to support the activities of the Center. The grant (M-RISP program from the Office of Special Popula-

tions, NIMH) also supports faculty research development activities. CUMHR is located in the Douglas Hall, room 311.

THE CENTER FOR URBAN RESEARCH IN EDUCATION (CURE)

The Center for Urban Research and Education (CURE) was founded in 1997. The mission is to serve Chicago State University and the surrounding urban, suburban and rural communities. In support of this mission, CURE will demonstrate leadership through continuous efforts to: a) define those factors that enhance opportunities for youths in the community; b. accommodate and serve pre-service and in-service educators; c. develop those elements and attributes that enhance the professional attainment level of educators; and d. actively promote the improvement of the learning environment. The programming framework focuses on seven (7) programs, including Grant Research in Operation (GRIO), Pre-Student Teaching Seminars, Community Development and Technology, Professional Development Colloquia, Technology and Education, Urban Visions Journal, and an Annual Conference. In addition to the seven core programs, CURE publishes a biannual newsletter and hosts an annual open house.

THE CENTER FOR URBAN POLICY AND LEADERSHIP (CUPL)

A unit of the Graduate School, the mission of the Center for Urban Policy and Leadership is to help shape public policy through independent research, policy analysis and development, public education, and advocacy via four distinct strategies: 1) provid-

ing assistance with public policy analysis and policy development; 2) developing ethical and competent leaders; 3) developing awareness and capacity among constituencies for changes on policy issues; and 4) developing public advocacy strategies.

The Center examines and contributes to the debate and development of urban public policy and leadership development in five broad areas: Education; Health Disparities and Resistance; Community Development; Social and Legal Justice; and Political Leadership.

HIV/AIDS POLICY AND RESEARCH INSTITUTE

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

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

THE FREDRICK BLUM NEIGHBORHOOD ASSISTANCE CENTER

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

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

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

THE CALUMET ENVIRONMENTAL RESOURCE CENTER (CERC)

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

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

RESEARCH DEVELOPMENT OFFICE (RDO)

The Research Development Office (RDO) was established by a three-year renewable grant from the National Institute of Health to facilitate and increase grantsmanship and research activity among CSU faculty. The goal of the office is to increase the number of research proposals submitted to and funded by government and private sources. The primary focus of RDO is to promote research in the sciences, math,

engineering and technology (especially biomedical, behavioral, and health-related disciplines). However, collaboration across all disciplines is strongly encouraged.

The Research Development Office (RDO) provides funds for

- ♦ Pilot studies
- ♦ Re-assigned time for proposal development
- ♦ Travel related to proposal development
- ♦ Identifies and disseminates information on funding opportunities.
- ♦ Provides assistance on research and proposal development.
- ♦ Supports a web
- ♦ that provides information on funding
- ♦ Institutional and community information for proposal development
- ♦ Maintains a resource office in HWH – 335 with published and computerized information on funding opportunities.
- ♦ Works to identify and remove barriers to faculty research.

COLLEGE OF ARTS & SCIENCES

DEAN

Dr. Rachel Lindsey

ASSOCIATE DEAN

Prof. Victor Sorell

DEGREE PROGRAMS

M.S. in Biological Sciences

M.S. in Computer Science

M.A. in Counseling

M.F.A. in Creative Writing

M.S. in Criminal Justice

M.A. in English

M.A. in Geography

M.A. in History

M.S. in Mathematics

Master of Social Work

Biological Sciences

DEPARTMENT CHAIRPERSON: *Floyd Banks*

GRADUATE PROGRAM ADVISOR: *Walid Al-Ghoul, Mark Erhart, Ache Gana*

GRADUATE FACULTY:

Walid M. Al-Ghoul, Timothy J. Bell, Mark A. Erhart, Richardson Fleuridor, Ache Gana, Ross Johnson, Andrew Maselli, Eric L. Peters, Venkateswara Potluri, Juanita Sharpe, Raj P. Sinha, Kevin Swier, Marian Wilson-Comer (Emeritus).

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

DEPARTMENTAL REQUIREMENTS FOR ADMISSION

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

GENERAL REQUIREMENTS

Completion of 30 semester hours of approved graduate courses in the biological sciences, including: BIOL 4015/315,

5100/410, 5120/412, 5700/470; PSLY 5700/407; and at least six additional semester hours of 5000-level courses.

Completion of a written thesis based on laboratory/field studies or library research.

Requirements for the thesis must be completed in the following order:

- Completion of BIOL 5100/410.
- Selection of a thesis committee composed of a thesis advisor and two additional faculty members.
- Submission of thesis proposal.
- Approval of thesis proposal by thesis committee.
- Registration in BIOL 5700/470.
- Successful oral defense of the thesis within two attempts.

A maximum of six semester hours for the thesis course (BIOL 5700/470) will be applied toward the master's degree.

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

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

Tracks of Study

Students may choose from one of four tracks of study for the Master's Degree in Biological Sciences. Each track consists of a defined set of lecture and laboratory

courses that will enable the student to receive a structured graduate-level education by focusing on a particular area of biology. The courses for the tracks listed below are taken in addition to the five courses required for all biology graduates students (BIOL 4015/315, 5100/410, 5120/412, 5700/470 and PSLY 5700/407) for a total of 30 credit hours, 18 of which must be at the 5000 level.

Microbial/Molecular Track

BIOL 5510/351, 5280/428, and two of the following courses: BIOL 5170/417, 5520/352 or 4990/390.

Applied Physiology Track

PSLY 4210/321, 4330/333, 5200/420, 5035/435.

Environmental Biology Track

Fifteen credit hours of biological sciences, six of which must be at the 5000-level selected from the following: 5070/307, 5730/373, 5550/405, 5190/419. Other courses may be substituted only with the prior written approval of the department.

Chemical Biology Track

CHEM 4010/301, 5302/302, BIOL 5500/450 Depending on the number of thesis credit hours, the remaining electives should be at the 5000 level. Electives can come from either biology or chemistry electives. Elective credits may range from 4-6 credits depending on the number of 5700 credits requested. CHEM 3650/365, BIOL 5520/352, CHEM 5313/313, CHEM 5000/300 and Medicinal Chemistry.

BIOLOGY (BIOL)

Course Offerings

4015/315 Biometrics.....(3)

Prerequisite: BIOL 1710/171, 2550/255 and four additional biology courses and MATH 1200/162.

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

4035/335 Seminar in Research(1)

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

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

4070/307 Environmental Impact Analysis / Lecture and Laboratory /8(4)

Prerequisite: CHEM 1550/155, one semester of biology, and consent of the instructor.

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

4510/351 Molecular Biology /4(3)

Prerequisite: BIOL 3050/250, CHEM 2510/254.

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

4520/352 Cell Biology Laboratory /6(3)

Prerequisite: BIOL 3050/250.

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

4730/373 Environmental Biology(4)

Prerequisite: BIOL 3055/355 and CHEM 2500/251.

The biological consequences of overpopulation, depletion of natural resources, pollution, and environmental degradation to plants and animals, including humans. Discussion of both the theoretical and practical aspects of conservation of plants and animals. Combining theoretical concepts from ecology, genetics, evolution, and chemistry to evaluate the possible solutions to these problems.

5810/381 Human Biology For Social Work ... (1)

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

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

5100/410 Methodology Of Research(3)

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

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

5120/412 Human Genetics(3)

Prerequisite: BIOL 3040/240; CHEM 3020/302 or equivalent.

Molecular and cellular basis of human heredity.

5169/401 Independent Study in Biological Sciences(2-4)

Prerequisite: Consent of the department.

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

5170/417 Immunology /6 /Lecture and Laboratory(4)

Prerequisite: BIOL 3690/269 and CHEM 3020/302 or equivalent.

Basic immunological concepts and laboratory techniques with applications to biological research form the basis for discussion and independent study: chemistry of antigen-antibodies reactions cellular immunology including antibody formation, hypersensitivity, immunogenetics, autoimmunity and transplantation immunology; and immunity and immunopathology including the immunological mechanisms of disease. Credit will not be given for both BIOL 5170/417 and 4170/317.

5190/419 Applied and Environmental Microbiology /6 /Lecture and Laboratory(4)

Prerequisite: BIOL 3690/269 or equivalent.

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

5250/425 Virology /6 /Lecture and Laboratory(4)

Prerequisite: BIOL 3690/269 and CHEM 2510/254 or equivalent.

Physical, chemical, and biological characterization of major cellular macromolecules of viruses and their role in the structure and viral functions with emphasis on bacteriophage. Clinical virology and plant viruses of significance to biological research. Application of modern techniques for isolation and biological characterization of bacteriophage. Credit will not be given for both BIOL 325 and 425.

5280/428 Microbial Genetics /6 /Lecture and Laboratory(4)

Prerequisite: BIOL 3040/240 and 3690/269; CHEM 2510/254 or equivalent.

Molecular basis of inheritance in viruses, bacteria, and fungi. The role of microbes in understanding basic genetic principles and their roles in genetic engineering. Laboratory techniques with application to biological research. Credit will not be given for both 4280/328 and 5280/428.

5300/430 Conservation Biology /4(3)

Prerequisite: BIOL 2550/255 and either BIOL 3055/355 or 5550/405.

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

5450/445 Techniques in Electron Microscopy / Lecture and Laboratory/6.(4)

Prerequisite: BIOL 3050/250 and permission of instructor.

Instrument and specimen preparation theory for both transmission (TEM) and scanning (SEM) electron microscopy. Preparation of specimens for examination in both TEM and SEM. Fundamentals of X-ray microanalysis and basic darkroom and digital image presentation. Substantial work outside of class time is required. Credit will not be given for both BIOL 5450/445 and any of the following courses 340, 4450/345, 341, and 441.

5500/450 Chemical Biology/4(3)

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

5550/405 Advanced Evolution(3)

Prerequisite: BIOL 3040/240; BOT 2050/205; or consent of the department.

Principles, facts, and the theories of organic evolution.

5600/460 Selected Topics in Biology(1-4)

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

5700/470 Graduate Research(2-6)

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

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

5900/390 Recombinant Dna Laboratory /6 ..(3)

Prerequisite: BIOL 4510/351 and CHEM 3020/302.

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

5935/395 Biotechnology I/6/.....(4)

Prerequisites: BIOL 3040/240 or the consent of the department.

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

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

BOTANY (BOT)

Course Offerings

4620/362 Plant Physiology /Lecture and Laboratory /6(4)

Prerequisite: One year of botany courses and CHEM 3020/302.

Physiological processes of plants. Environmental influences.

5600/460 Selected Topics in Botany (1-4)

Prerequisite: Consent of the department.

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

ZOOLOGY (ZOOL)

Course Offerings

5400/440 Selected Topics in Zoology (1-4)

Prerequisite: Consent of the department.

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

Computer Science

DEPARTMENT CHAIRPERSON:

Rohan Attele

GRADUATE PROGRAM ADVISOR:

Luis Vidal-Ascon

GRADUATE FACULTY: *Jan-Jo Chen, John-Chern Chern, Raymond H. Y. Chu, Luis Vidal-Ascon, Guang-Nay Wang, Jesse Y. Wang.*

The Department of Mathematics and Computer Science offers a Master of Science degree in Computer Science. The program is designed to be as flexible as possible to meet the varied needs of students. Four courses are explicitly required, and the remaining eight courses are chosen after consultation with the graduate advisor to ascertain individual needs.

GENERAL REQUIREMENTS

Fulfillment of the general requirements for admission to the graduate program.

A bachelor's degree from an accredited institution with a C average or better in post-programming-level computer science courses.

Minimum expected programming background for the graduate program consists of the equivalent of one year of programming in a high-level language, as well as an understanding of data structures, the principles of programming languages, and a machine-level language. Introductory knowledge of microcomputers is expected, as well as knowledge of differential and inte-

gral calculus, statistics, and discrete mathematics. Students lacking this background may be admitted, but will be required to take the appropriate undergraduate courses to remove any deficiencies, as recommended by the graduate advisor.

SPECIFIC REQUIREMENTS

Required core courses (with a grade of B or better in each):

CPTR 5400/430, 5600/440, 5550/460, and 5990/495.

Completion of one course from each of the following areas (with at least a B average in the four courses):

Theory: CPTR 5250/404 or 5200/409; Software Engineering: CPTR 5800/420, 5850/424 or 5860/429; Database: CPTR 5660/445, 5670/446, or 5680/447; Networks: CPTR 5510/461, 5750/464, 5760/469.

Completion of twelve additional hours, selected from among any 5000-level CPTR courses. A maximum of nine credit hours of approved 4000-level CPTR courses may be applied toward the degree, provided a grade of B or better is earned in each. CPTR 4920/381 cannot be applied for the Master's degree. Three credit hours at the 4000 or 5000 level may be taken in a related field outside of computer science with the approval of the graduate advisor.

COMPUTER SCIENCE (CPTR)
Course Offerings

NOTE: Students enrolling in computer science classes must receive at least a C grade in all its pre-requisite mathematics and computer science courses.

5250/404 Automata Theory, Languages, and Computation(3)

Prerequisite: CPTR 3100/307, CPTR 4210/317

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

5400/430 Computer System Architecture ..(3)

Prerequisite: CPTR 4400/333

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

5550/460 Advanced Operating Systems.(3)

Prerequisites: CPTR 3500/355

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

5510/461 Network Operating System Design(3)

Prerequisite: CPTR 5550/460

Continuation of CPTR 5550/460. Additional topics include telecommunication and networking operating system principles and coding. Course fee.

5600/440 Advanced Database Design and Implementation(3)

Prerequisite: CPTR 4600/357

Functional dependencies and normalization for relational databases, practical database design and tuning, query processing and optimization, transaction processing concepts, concurrency control techniques, database recovery techniques, database security and authorization, enhanced data models for advanced application. Additional course fee.

5660/445 Object-Oriented Database(3)

Prerequisite: CPTR 4600/357

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

5670/44 Distributed Database Systems ...(3)

Prerequisite: CPTR 4600/357

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

5680/447 Data Warehousing and Data Mining(3)

Prerequisite: CPTR 4600/357

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

5750/464 Advanced TCP/IP Network Architecture(3)

Prerequisite: CPTR 4730/368 and 5550/460

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

5760/469 Advanced Network Security and Privacy.....(3)

Prerequisite: CPT 4710/362

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

5800/420 Advanced Software Engineering . . (3)

Prerequisite: CPT 4800/339

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

5850/424 Software Project Management . . (3)

Prerequisite: CPT 5800/420

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

5860/429 Software Measurement and Reliability.....(3)

Prerequisite: CPT 4800/339; MATH 1600/210 or 4600/315

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

5950/492 Graduate Seminar(3)

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

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

5990/495 The Graduate Computer Science Experience(3)

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

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

Criminal Justice

DEPARTMENT CHAIRPERSON: *TBA*

GRADUATE FACULTY: *Marc Cooper, George Knox, Marian Perkins, Douglas Thomson, John Walsh, Renee Williams*

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

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

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

The department's assessment plan can be found in the departmental office.

ADMISSION REQUIREMENTS

Submission of a formal application through the Graduate School office. Applicants must submit 1) an undergraduate social science paper; 2) Graduate Record Examination (GRE) general test scores; and 3) schedule an appointment to write a substantial, original essay on their criminal justice practice and research understanding, interests, and plans. Appointments may be scheduled by

contacting the Department of Criminal Justice at 773/995-2108.

Possession of a bachelor's degree from an accredited college or university with a grade point (GPA) of 3.00 on a 4.00 scale (the department may, under special circumstances, conditionally admit a student with a grade point average of 2.75 on a 4.00 scale).

All graduate students are eligible to enroll for 400-level classes, except those requiring departmental permission or designated as restricted to master's degree students. Prior consultation with the department is recommended.

GENERAL REQUIREMENTS

Prerequisites for all graduate level criminal justice courses include: CJ 1200/200, 2309/309 and 2316/316 (or equivalents); ENG 2280/228, 2790/279, and 2800/280 (or consent of the department); and CMAT 2030/203 (or consent of the department). A grade of C or better is required in these courses.

Completion of thirty-three graduate criminal justice hours (of which at least eighteen hours must be at the 5800-level), and which must include the 21 credit hours core (see below).

Completion of a comprehensive examination (see below).

- At least 18 credit hours of criminal justice courses must be taken at the Chicago State University main campus.
- A 3.0 grade point average must be attained for core and elective courses required by the program. A grade of C or better is also required in these courses.

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

SPECIFIC REQUIREMENTS

CJ 5350/350G, 5380/380G, 5801/401, 5879/479, 5880/480, 5881/481; and 5899/499 or 5855/455 or CJ 5898/498

Twelve credit hours of criminal justice electives selected from departmental offerings at the graduate level. At least three credit hours must be at the 5000-level.

All candidates for the master's degree are required to complete a graduate comprehensive examination as part of the requirements for graduation. The comprehensive examination will cover the content areas of criminal justice public policy issues, criminology theory, research design, and research analysis and application.

Culminating Project Options

CJ 5855/455 (Thesis Research in Criminal Justice), or CJ 5899/499 (Advanced Practicum/Internship in Criminal Justice, or CJ 5898/CJ 498 (Advocacy/Policy Practicum).

CRIMINAL JUSTICE (CJ)

Course Offerings

4318/318 Correctional Law and Prisoner Rights(3)

Prerequisites: Completion of CJ Graduate Program prerequisites.
Constitutional rights of prisoners and ex-offenders, and review of recent court decisions.

5303/303 Problems in Social Justice.(3)

Prerequisites: Completion of CJ graduate program prerequisites.
Investigation and report on an individually selected social justice problem.

5306/306 Counseling in Social Justice Areas(3)

Prerequisites: Completion of CJ Graduate Program prerequisites.
Specific techniques for individual and group processes and therapy with delinquents and criminals.

5320/320 Women in Criminal Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites.
Survey of women in criminal justice: professional role; female offenders, victims, volunteers, and institutions.

5321/321 The Correctional Organization....(3)

Prerequisite: Completion of CJ graduate program prerequisites.
Theory, concept, and development of correctional organizations; classical and current perspectives.

5322/322 Organized Crime(3)

Prerequisites: Completion of CJ graduate program prerequisites.
Overview of organized criminal activities in the United States, including distinguishing characteristics, history, types of activities, modes of operation, and societal responses.

5323/323 Youth Gangs and Violence(3)

Prerequisites: Completion of CJ Graduate Program prerequisites.
Analysis of youth gangs with emphasis on delinquent activity. Traces the historical development of gangs, the nature of gangs, characteristics of members, and theories of gang delinquency.

5324/324 Youth Gang Intervention(3)

Prerequisites: Completion of CJ Graduate Program prerequisites.
Theory, practice and evaluation of various approaches to youth gang intervention.

5325/325 Police Operation.....(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Analysis of the basics behind effective police operations including the context in which services are provided and the skills required to provide these services. Approaches to patrol, traffic, crime, violence, juveniles, and gangs are examined within the operational context.

5326/326 Police Community Relations(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Analysis of the relationship between the police and the community in terms of mutual understanding, involvement, and commitment. Police responsiveness and accountability to the community in terms of the control of crime and disorder is also considered.

5331/331 Drug Abuse and the Criminal Justice System(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5332/332 Victimology(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Incidence and patterns in victimology and the role of the victim in the criminal justice process.

5334/334 Comparative Police Systems.(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5335/335 Police Organization and Management(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Organizational and management theory of police work.

5336/336 Sociology of Corrections(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5337/337 Criminal Justice From A Historical Perspective(3)

Prerequisites: Completion of CJ graduate program prerequisites.

History of criminal justice from ancient times to the Twenty First Century.

5338/338 Criminology Theory(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5340/340 U.S. Criminal Courts.....(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Examination of the state, federal, adult, juvenile criminal court in the U.S., their structure, process and function, their history and recent developments.

5343/343 Constitutional Criminal Procedure(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5344/344 Trial Practice.....(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Basic trial skills and techniques, including motion practice, opening and closing statements, direct and cross examination, impeachment, admissible evidence, and objections.

5345/345 Law, Judicial Process, and Society.....(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5350/350 Research Design in Criminal Justice(3)

Prerequisites: Completion of CJ program full admission requirement.

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

5351/351 Probation and Parole(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

History of probation and parole, casework techniques, caseload handling, supervisory functions, and counseling techniques for field service workers.

5352/352 Juvenile Institutions(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Development of treatment concepts, treatment modalities, program

5353/353 Adult Institutions(3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Development of treatment concepts, treatment modalities, program planning, and service delivery in adult corrections.

5354/354 Community Based Corrections . . . (3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

History, philosophy and treatment modalities in community corrections, halfway houses, pre-release and work release programs, and urban minimum security programs.

5355/355 Crime Control and Prevention . . . (3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Basic principles of crime prevention and control policies in the U.S.

5357/357 Juvenile Delinquency and Juvenile Justice (3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Overview of the juvenile justice system; theories of delinquency; causes of delinquency; juvenile law; juvenile court operation and administration; delinquency prevention programs. IAL: CRJ 914

5359/359 Family Crisis Intervention in Social Justice Areas (3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Training in use of family strengths to promote client's behavioral change, increased sense of worth, and relationship and communications skills.

5361/361 Elements of Substantive Criminal Law (3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Study of the basic elements of substantive criminal law; philosophy of criminal law.

5362/362 Community's Role in Crime Prevention (3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5363/363 Criminal Investigation (3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Review of general knowledge and skill development from the social sciences focusing on investigation in criminal justice settings and legal and ethical considerations.

5368/368 Terrorism (3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5370/370 Security Administration (3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

Introduction to the principles of administration and management of private security in the public sector. A study of security systems, their application, and the legal framework of their operation.

5378/378 Comparative Criminal Justice (3)

Prerequisite: Completion of CJ Graduate Program prerequisites.

An analysis of the criminal justice systems of Europe, Asia, Africa, and South America. Consideration of basic philosophies of law and justice, arrangements for crime prevention, and law enforcement, dispute settlement structures, and methods of dealing with convicted offenders.

5380/380 Research Analysis and Application (3)

Prerequisites: Completion of or concurrent enrollment in CJ 4350/5350 350/G.

Analyzing, interpreting, and applying research evidence, especially archival and field materials and survey data, to address significant issues in criminal justice.

5381/381 Qualitative Research Methods 3)

Prerequisite: CJ 4350/5350

Gathering and analyzing field and archival materials with attention to ethical concerns and policy applications planning, and service delivery systems in juvenile corrections.

5800/400 Seminar: Advanced Counseling Techniques in Criminal Justice (3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5801/401 Research Foundations (3)

Prerequisite: admission to the graduate program in criminal justice.

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

5802/402 Seminar: Classification and Assessment of Offenders (3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5804/404 Research Seminar in Criminal Justice (3)

Prerequisites: Completion of CJ graduate program prerequisites plus fifteen hours of graduate credit in department; completion or concurrent enrollment in CJ 4350/5350, and 4380/5380 or equivalent; formal admission to the master's degree program; consent of the instructor.

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

5805/405 Seminar: Criminal Justice Management and Administration.....(3)

Prerequisites: Completion of CJ graduate program prerequisites.

Basic management principles for criminal justice administrators.

5806/406 Seminar: Mental Illness and Criminal Justice.....(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5807/407 Seminar in Victimology.....(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5812/412 Independent Study in Criminal Justice.....(3)

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

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

5829/429 Research Apprenticeship.....(3)

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

Supervised experience assisting in an on-going research project.

5845/445 Seminar: Ethical Issues in Criminal Justice.....(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5855/455 Thesis Research in Criminal Justice.....(3)

Prerequisites: Completion of CJ graduate program prerequisites; twenty-four hours of graduate credit in department; completion of or concurrent enrollment in CJ 5350/350 and 5380/380 or equivalent; formal admission to the master's degree program; consent of the instructor.

For graduate students who wish to complete a master's thesis in lieu of the practicum/internship (CJ 5899/499) as culminating experience of program. Topic selection, literature search, design, research, and writing. May be taken for three credit hours. May be repeated to a maximum of six hours in subsequent semester with the consent of the department.

5862/462 Seminar: The Correctional Organization.....(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5870/470 Seminar: Social Inequality and Criminal Justice.....(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5871/471 Seminar in Probation and Parole.....(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5872/472 Seminar in Juvenile Institutions ..(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5873/473 Seminar in Adult Institutions(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5875/475 Seminar: Law Enforcement and Social Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5876/476 Seminar: Correctional Law(3)

Prerequisites: Completion of CJ graduate program prerequisites; completion of CJ 4318/5318 or consent of the department.

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

5877/477 Seminar in Community Based Corrections and Social Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5878/ 478 Seminar: International Criminal Justice Systems(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5879/479 Seminar: Public Policy Issues in Criminal Justice(3)

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

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

5880/480 Seminar in Advanced Topics in Criminology(3)

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

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

5881/481 Advanced Research Analysis and Application(3)

Prerequisites: CJ 5380/380/G

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

5889/489 Seminar: Special Topics in Criminal Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites.

Analysis of a contemporary criminological problem chosen by the instructor.

5898/498 Advocacy/Policy Practicum.(3)

Prerequisites: Formal admission to the master's degree program; 24 graduate credit hours, including all other core courses

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

5899/499 Advanced Practicum/ Internship in Criminal Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites; 24 credit hours of graduate credit in the department and a grade point average of 3.0; formal admission to the master's degree program; consent of the department.

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

5872/472 Seminar in Juvenile Institutions ..(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5873/473 Seminar in Adult Institutions(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5875/475 Seminar: Law Enforcement and Social Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5876/476 Seminar: Correctional Law(3)

Prerequisites: Completion of CJ graduate program prerequisites; completion of CJ 4318/5318 or consent of the department.

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

5877/477 Seminar in Community Based Corrections and Social Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5878/478 Seminar: International Criminal Justice Systems(3)

Prerequisites: Completion of CJ graduate program prerequisites.

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

5879/479 Seminar: Public Policy Issues in Criminal Justice(3)

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

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

5880/480 Seminar in Advanced Topics in Criminology(3)

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

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

5881/481 Advanced Research Analysis and Application(3)

Prerequisites: CJ 5380/380/G

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

5889/489 Seminar: Special Topics in Criminal Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites.

Analysis of a contemporary criminological problem chosen by the instructor.

5898/498 Advocacy/Policy Practicum(3)

Prerequisites: Formal admission to the master's degree program; 24 graduate credit hours, including all other core courses

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

5899/499 Advanced Practicum/ Internship in Criminal Justice(3)

Prerequisites: Completion of CJ graduate program prerequisites; 24 credit hours of graduate credit in the department and a grade point average of 3.0; formal admission to the master's degree program; consent of the department.

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

English

DEPARTMENT CHAIRPERSON:

Dr. Brenda Eatman Aghahowa

GRADUATE PROGRAM ADVISOR(S):

Jacqueline K. Bryant and Kelly N. Ellis

GRADUATE FACULTY: *Brenda Eatman*

*Aghahowa, Jacqueline K. Bryant,
Kelly N. Ellis, William L. Howard,
Quraysh Lansana, Haki Madhubuti
(Don Lee), Nuru Yakubu Ubangiji.*

The Department of English offers two master's degree programs: The Master of Arts in English and the Master of Fine Arts in Creative Writing.

While many students enter the Master of Arts degree program to prepare themselves for teaching composition or literature in schools or on the postsecondary level, others enroll for the degree to acquire background and skills for careers in writing, publishing, and a variety of business fields. Courses that address such professional interests are built on a firm foundation of core studies in literature and criticism and are complemented by the traditional skills that the program also develops: analytical abilities, techniques of investigation, and organization and presentation of ideas. For some students, the Master of Arts degree in English is essential preparation for the doctoral degree. It is the highly recommended background for such professions as law.

The Master of Fine Arts degree in Creative Writing is a terminal degree and the appropriate credential for the teaching of creative

writing. Holders of the degree will not only be able to teach courses in creative writing, but also courses in African-American literature, African literature, Third World literature, as well as non-Black literature. The M.F.A. degree focuses on the study of writing through the practice, performance, and publication of original work.

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

Master of Arts in English

ADMISSION REQUIREMENTS

Students applying to the master's degree program in English must include a graded English paper. Students must write a paper of literary analysis during a 90-minute period scheduled at Chicago State University. The date of the scheduled writing period can be obtained from the Department of English, (773) 995-2189. Graduate applicants are not required to complete the English Qualifying Examination.

Depending on the assessment of the graded English paper, the assessment of the paper of, literary analysis, and whether students have fulfilled general requirement #2, students could be: 1) denied admission; 2) conditionally admitted; 3) fully admitted. Students conditionally admitted will be assigned to ENG 2280/228 or to other courses deemed necessary. Conditionally admitted students must successfully complete ENG 2280/228 or other courses deemed necessary for full admission into the master's degree program. Fully admit-

ted students who do not produce an acceptable paper of, literary analysis will be assigned to ENG. 5427/427.

ASSESSMENT

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

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

GENERAL REQUIREMENTS

- Fulfillment of the general requirements for admission to the graduate program.
- Completion of 24 semester hours of undergraduate work in English and the baccalaureate degree, with an acceptable grade point average.
- A minimum of half of the courses applied to the satisfaction of Master's degree requirements must be at the 5000-level, including one seminar in American literature and one seminar in British literature.

Option 1

- Completion of at least thirty credit hours of graduate-level course work, exclusive of teaching methods courses, with grades averaging B (3.0) or above.
- Successful completion of a comprehensive examination in English or American literature or linguistics after the student has accumulated at least 21 hours in the master's degree program. Students will be

given only two opportunities to successfully complete the comprehensive exam.

Option 2

- Completion of at least thirty-three credit hours of graduate level course work (including the thesis), exclusive of teaching methods courses, with grades averaging B (3.0) or above. (See graduate advisor for MA thesis guidelines.)
- Specific Requirements
- Completion of 30 semester hours of graduate work in English selected with the approval of the graduate advisor. Teaching methods courses are excluded.
- Completion of the following courses, or their equivalents, is required on either the undergraduate or graduate level: ENG 4311/311 or 5411/411; 5331/331 or 5428/428; 4336/336 or 5436/436; 5415/415 and 5427/427; plus three courses in some combination of British and American literature.

MA THESIS GENERAL REQUIREMENTS

The thesis for the MA in English is a research treatise that develops a well-supported argument to advance a literary relationship, insight, synthesis, or interpretation which cannot be found in print and which demonstrates the student's ability to write publishable scholarship. Prerequisites for admission to English 5498/498 (Master's Thesis) include:

- The student completes a minimum of twenty-seven hours of graduate English courses inclusive of English 5427/427 (Methods and Materials of Literary

Research) and English 5331/331G (Literary Criticism) with a minimum overall G.P.A. of 3.0.

- The student and advisor select committee (department chair ex officio).
- The student submits and defends prospectus for the committee's approval.
- The student registers in English 5498/498. Consecutive requirements for the thesis include:
- The student submits completed sections of the thesis to the committee at least twice between the prospectus defense and the thesis defense.
- Student defends thesis (within two attempts).
- Committee members indicate their acceptance of the thesis by their signatures.
- Graduate advisor submits thesis to the graduate dean for approval.

Master of Fine Arts

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

GENERAL REQUIREMENTS

- Fulfillment of the general requirements for admission to the graduate program.
- Completion of a baccalaureate degree in the arts and sciences from an accredited

college or university, with a GPA of 3.0 or better (on a 4.0 scale).

- Completion of 36 hours of graduate-level course work, exclusive of teaching methods courses, with a G.P.A. of 3.0 or better.
- Completion of the MFA thesis (minimum 30 poems or 5 short stories [at least 100 pages] or 150 pages of a novel or creative non-fiction).
- Completion of a comprehensive examination in African American or non-African American literature.
- Completion of an oral presentation of the student's thesis.

SPECIFIC REQUIREMENTS

Workshops/Forms

Courses 15 credit hours

Select six hours from ENG 5461/461, 5463/463, and 5465/465; six hours from ENG 5380/380, 5381/381, and 5383/383; and three hours from ENG 5367/367 or 5368/368.

Publishing/Practicum 6 credit hours

ENG 5456/456 and 3 additional hours.

Literature 9 credit hours

Select 9 hours, of which 3 hours must be a seminar from ENG 5321/321, 5322/322, 5323/323, 5324/324, 5331/331, 5332/332, 5370/370, 5371/371, 5382/382, 5384/384, 5390/390, 5411/411, 5428/428, 5441/441, 5442/442, 5443/443, 5447/447, 5452/452, or 5453/453.

Thesis..... 6 credit hours

ENGLISH (ENG)

Course Offerings

Note: The prerequisite for any 5000-level English course is the successful completion of the English Qualifying Examination (for non-English graduate students) or Graduate English Entrance Examination.

5306/306 Adolescent Literature(3)

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

5312/ 312 Advanced Editing.....(3)

Prerequisites: English Graduate Students: Any graduate-level language or linguistics course (grade B or higher), or ENG 2100/210 (no graduate level for this course), or consent of the department. Non-English Graduate Students: Any graduate-level language or linguistics course or ENG 2100/210 (grade of B or higher).

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

5314/314 Victorian Literature.....(3)

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

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

5316/316 World Masterpieces.....(3)

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

5321/321 Black Women Writers(3)

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

5322/322 Black American Poetry(3)

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

5323/323 Wright, Ellison, and Baldwin(3)

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

5324/324 Gwendolyn Brooks Seminar(3)

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

5326/326 English Romantic Literature(3)

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

5329/329 Studies in the Novel(3)

The novel as a literary type.

5331/331 Literary Criticism.....(3)

Critical approaches to the study of literature from the traditional to the poststructural.

5332/332 Black American Fiction(3)

Selected masterpieces of Black American prose fiction.

5334/334 The Image of Blacks in American Prose Fiction.....(3)

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

5338/338 Language(3)

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

5339/339 Current English Usage(3)

Study of variations in American English usage.

5341/341 American Literature Since 1918 ..(3)

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

5342/342 British Literature Since 1918.(3)

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

5343/343 Contemporary World Literature ..(3)

Significant works from various languages.

5345/345 American Literature, 1820-1865 ..(3)

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

5346/346 American Literature 1865-1917.(3)

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

5347/347 Teaching Composition/Field.(3)

Prerequisite: Admission to the College of Education, ELCF 5500/353 and READ 4100/306 (or concurrent enrollment in ELCF 5500/353 and READ 4100/306), and consent of the department.

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

5349/349 The English Novel(3)

English novels from Defoe to the present.

5350//350 Restoration and Early Eighteenth-Century British Literature(3)

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

5351/351 Later Eighteenth-Century British Literature(3)

Prerequisites: Successful completion of the English Qualifying Exam or the Graduate English Entrance Exam. Selected works of later eighteenth-century British literature (1743-1798) by authors such as Collins, Gray, Richardson, Fielding, Joseph Warton, Thomas Warton, Johnson, Boswell, Goldsmith, Crabbe, and Cowper.

5355/355 Modern World Drama(3)

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

5356/356 The Experience of Film(3)

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

5357/357 The English Renaissance.(3)

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

5358/358 English Literature of the 17th Century.....(3)

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

5360/360 Teaching Literature.....(3)

Prerequisite: Admission to the College of Education.

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

5361/361 Language and Culture.(3)

Regional and social variations in American English.

5366/366 Teaching English As A Second Language(3)

Prerequisite: ENG 4338/338 or consent of the department.

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

5367/367 Special Topics in English(3)

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

5368/368 Workshop in English(1-3)

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

5370/370 The American Ethnic Experience in Literature(3)

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

5377/377 Teaching Writing in A Multicultural Setting(3)

Techniques related to the problems of teaching writing in a multi-ethnic classroom.

5378/378 Methods and Materials For Teaching English As A Second Language /Field(3)

Prerequisites: BIL 200, ENG 5338/338, and ENG 5366/366 or consent of the department; admission to the College of Education.

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

5379/379 Workshop in Publishing(3)

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

5380/380 Seminar in Creative Non-Fiction ..(3)

Intensive study of a selected body of creative non-fiction. Individual research projects.

5381/381 Seminar in Fiction(3)

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

5382/382 The Harlem Renaissance.....(3)

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

5383/383 Seminar in Poetry(3)

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

5384/384 African-American Autobiography.....(3)

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

5386/386 Morrison, Walker, Hurston(3)

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

5390/390 Women's Voices(3)

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

5395/395 Internship in Writing.....(3-12)

Prerequisite: Consent of the department.

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

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

5411/411 Studies in Shakespeare: Intensive Study of Selected Plays.....(3)

Intensive study of Shakespeare's plays selected to represent the five kinds into which critics have traditionally classified the dramatic works: tragedies, comedies, histories, problem plays, and late romances. Attention will be given to structure, characterization, setting, use of language, and dramaturgy. Attendance at a Chicago Shakespeare Theater performance of one of the plays studied in class.

5415/415 Studies in Chaucer.....(3)

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

5427/427 Methods and Materials of Literary Research(3)

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

5428/428 History of Literary Criticism(3)

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

5435/435 History of English.....(3)

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

5436/436 Descriptive Grammar(3)

Phonology, morphology, and syntax of American English.

5441/441 Advanced Studies in English Literature(3)

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

5442/442 Advanced Studies in American Literature(3)

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

5443/443 Advanced Studies in Black Literature.....(3)

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

5447/447 Seminar in Black Literature(3)

Prerequisite: Consent of the department.

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

5449/449 The Politics of Language.(3)

Prerequisite: Consent of the department.

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

5451/451 Independent Study in English .. (1-3)

Prerequisite: Consent of the department.

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

5452/452 Seminar in English Literature(3)

Research in a selected topic.

5453/453 Seminar in American Literature ..(3)

Research in a selected topic.

5454/454 Seminar in the English Language .(3)

Research in English linguistics.

5455/455 Seminar in the Teaching of Composition(3)

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

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

5456/456 Seminar in Publishing-Writing ... (3)

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

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

5461/461 Advanced Poetry Writing Workshop(3)

Prerequisite: Admission to MFA program or consent of instructor.

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

5463/463 Advanced Prose Fiction Writing Workshop(3)

Prerequisite: Admission to MFA program or consent of instructor

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

5465/465 Advanced Nonfiction Writing Workshop(3)

Prerequisites: Admission to MFA program or consent of instructor.

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

5498/498 Master's Thesis (3-6)

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

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

Geography

DEPARTMENT CHAIRPERSON:

Arthur Redman

GRADUATE ADVISOR: *Gebeyehu Mulugeta*

GRADUATE FACULTY: *Mark Bouman,*

Daniel R. Block, Janet I. Halpin,

Gebeyehu Mulugeta, Carrie Breitbach.

The Department of Geography, Sociology, Economics, and Anthropology offers a program leading to the Master of Arts in Geography and Economic Development. In consultation with the graduate advisor, students may design their program so that it focuses on either geography or economic development. The program therefore fosters inquiry into the way economic and environmental forces interact at the local, regional, national, and global levels. Students may prepare for a variety of career choices in geography and economic development, including business, government, teaching, community development, and advanced research.

The department also offers a graduate certificate in Geographic Information Systems and a graduate certificate in Community Development.

The department reaches out to surrounding communities through the Neighborhood Assistance Center. It provides technical assistance to neighborhood-based community and economic development organizations and includes the Calumet Environmental Resource Center. Students assist in research and may have

the opportunity to intern with local organizations. (Refer to the Neighborhood Assistance Center announcement at the end of this section.)

Master of Arts in Geography and Economic Development

ADMISSION REQUIREMENTS

- Fulfillment of the general requirements for admission to the graduate program.
- Completion of a minimum of 18 semester credit hours of undergraduate geography and/or economics courses including one course in physical geography, one course in either GEOG 2899/280, ECON 4000/230 or equivalent, and ECON 1010/101 or 1020/102. Students must also satisfy prerequisite requirements for specific graduate courses.

GENERAL REQUIREMENTS

- Completion of 30 credit hours of graduate courses including a comprehensive examination to be taken prior to graduation.
- Either successful completion of referred seminar papers in two required courses, or a research thesis written under the direction of a departmental specialist in the thesis area. If the student elects to do the thesis option, six credit hours will be given for the thesis in lieu of six credit hours of seminar work. The student must register for six credit hours and may receive an incomplete grade until the completion of the thesis and its acceptance by the thesis committee.

SPECIFIC REQUIREMENTS

Students must take five 5000-level courses (including GEOG/ECON 5320/448 and GEOG 5330/449), GEOG 4880/380, and twelve credit hours of electives to be selected with the advisor’s approval.

Graduate Certificate in Geographic Information Systems (GIS)*

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

Required Courses 15 credit hours
GEOG 4820/343, 4830/344, 4810/345, 5840/443, 5850/444.

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

Graduate Certificate in Community Development*

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

Required Courses 15 credit hours
ECON 3030/310; GEOG 4800/342, 4520/350, 4530/352, 4590/391.

**Students seeking admission to the certificate program must possess a bachelor’s degree from a regionally accredited college or university and must fulfill the general*

requirements for admission to graduate programs at Chicago State University. Courses must be completed with an average GPA of 3.0 or better.

GEOGRAPHY (GEOG)

Course Offerings

- 5010/317 Geography of the Chicago Metropolitan Area(3)**
Prerequisite: GEOG 2500/111 or equivalent, or consent of the department.
Development, functions, and problems. Land use, population patterns, industry and transportation.
- 5219/321 Political Geography(3)**
Prerequisite: HIST 1210/121, equivalent, or consent of the department.
Landforms, population, and economic factors influencing territorial control; emphasis on areas of current friction between nations.
- 5220/301 History of Geography(3)**
Prerequisite: Admission to the master’s degree program or consent of the department.
Survey of the major schools of thought; works of leading geographers and related selected writings.
- 5250/361 Geography of Food and Hunger... (3)**
Geography, culture, and economics of food from production to consumption. Differences and disparities in access to food worldwide and locally.
- 5270/365 Geography of Population(3)**
Prerequisite: Consent of the department.
World population patterns, characteristics, and trends. Problems of migration and over population.
- 5300/360 Seminar in Geography(3)**
Prerequisite: Consent of the department.
Special topics and problems. May be repeated for a maximum of nine credit hours under different topics.
- 5310/441 Seminar in Human Geography... (3)**
Prerequisite: Consent of the department.
Problems in human geography, including: historical, political or population geography. (May be repeated for a maximum of nine credit hours under different topics.)

5320/448 Seminar in Economic Geography ..(3)

Prerequisite: GEOG 2230/204, or ECON 1010/101, or consent of the department.

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

5330/449 Seminar in Regional Geography ..(3)

Prerequisite: Consent of the department.

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

5340/450 Seminar in Urban Geography.....(3)

Prerequisite: GEOG 5500/316 or equivalent.

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

5420/328 Landforms of The Americas(3)

Prerequisite: GEOG 1400/131 & 2430/213, equivalent, or consent of the department.

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

5430/327 Geomorphology.....(3)

Prerequisite: GEOG 1400/131 & 2430/213, equivalent, or consent of the department.

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

5460/362 Hazards of Globalization.....(3)

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

5500/316 Urban Geography.....(3)

Prerequisite: Consent of the department.

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

5510/331 Geography of Urbanization(3)

Prerequisite: GEOG 5500/316 or consent of the department.

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

5520/350 Principles and Practices of Urban and Regional Planning(3)

Prerequisite: GEOG 5500/316 or consent of the instructor.

Theory and techniques. Analysis of established planning practices.

5530/352 Neighborhood Development(3)

Prerequisite: Consent of the department.

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

5540/353 Community Analysis(3)

Prerequisite: GEOG 5500/316 or equivalent

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

5550/453 Seminar in Community Development(3)

Prerequisites: GEOG 5520/350, 5530/352, 5540/353; and SOC 2400/202 or higher, or consent of department.

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

5560/356 Geography of Tourism Development(3)

Prerequisite: Consent of the department.

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

5580/351 Urban and Regional Planning Seminar.....(3)

Prerequisite: GEOG 5520/350 or consent of the instructor.

Individual and cooperative experience in problem analysis and plan making.

5590/391 Urban Field Experience(3-12)

Prerequisite: Consent of the department.

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

5800/342 Introduction to Geographic Information Systems(3)

Prerequisites: Consent of department

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

5810/345 Analytical Cartography(3)

Map projections and the concept of distortion, symbolization, and generalization; principles of color, principles of map design, visualization, map animation and map production and reproduction. Additional course fee.

5820/343 Environmental Remote Sensing ..(3)

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

5830/344 Advanced Geographic Information Systems(3)

Prerequisite: GEOG 5800/342

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

5840/443 Digital Image Processing(3)

Prerequisite: GEOG 5820/343

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

5850/444 Geographic Information Systems Application(3)

Prerequisite: GEOG 5830/344

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

5880/380 Geographic Measurement Techniques(3)

Prerequisite: GEOG 2899/280, ECON 4000/230, or consent of the department.

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

5890/390 Field Research Techniques /Lecture and Field /4.....(3)

Prerequisite: Consent of the department.

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

5900/395 Independent Research in Geography(1-3)

Prerequisite: Consent of the department.

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

5905/399 Special Topics Workshop(1-9)

Prerequisite: Consent of the department.

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

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

5910/410 Special Studies in Geography I....(3)

Prerequisite: Consent of the department.

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

5920/411 Special Studies in Geography II....(3)

Prerequisite: Consent of the department.

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

5990/499 Master's Thesis(3)

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

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

The Fredrick Blum Neighborhood Assistance Center

COORDINATOR: *Daniel R. Block*

The Fredrick Blum Neighborhood Assistance Center (NAC) provides technical and research assistance to neighborhood-based, community, and economic development organizations. While housed in the Department of Geography, Sociology, Economics, and Anthropology and drawing heavily on the resources and skills of the department, the NAC endeavors to involve faculty and students from across the university. Thus the NAC not only applies discipline-specific skills to the solution of neighborhood problems, it also brings university resources to local communities to promote positive change. Students may become involved in NAC projects through funded research assistantships, internships, and work study.

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

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

- Maintaining documents and data pertaining to land use, housing, community health, economic development, and community planning.

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

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

History

DEPARTMENT CHAIRPERSON:

GRADUATE PROGRAM ADVISOR:

Rita Kucera

GRADUATE FACULTY: *Robert Bionaz, Hannah Jones, Lionel Kimble, Ann Kuzdale, Suzuko Morikawa, Saidou N'Daou, Steven Rowe.*

The Department of History, Philosophy, and Political Science offers graduate study leading to the degree of Master of Arts in History in African, European, Latin American, United States and African American history, Ancient history and the History of Religion. The program is a multipurpose degree designed to prepare students for more effective teaching of history as in-service teachers who may wish to attain supervisory positions or employment at the community college level. It also provides excellent preparation for those wish careers in research and publishing the legal field, public administration, the diplomatic field, library science or museum work. The degree offers solid background and training for students wishing to pursue the doctorate. The program is assessed following a uniform plan, copies of which may be obtained via the department's website.

GENERAL REQUIREMENTS

- Fulfillment of the general degree requirements for admission to the graduate program.
- A minimum grade point average of 3.0 is required for full admission and 2.75 - 2.99 for conditional admission. The

GPA is calculated by Graduate Studies on the basis of the last sixty hours of academic work. Additionally, students are expected to have completed 24 credit hours of history, including survey work, with a "B" average.

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

SPECIFIC REQUIREMENTS

- Completion of ten courses at the 5000-level, including HIST 5400/400, 5405/405, three other 5400-level seminars, and five 5300-level courses. HIST 5400/400 is to be taken at the outset of the program. A student will not be permitted to enroll in any other 5400-level course until HIST 5400/400 is completed. A student may take another 5400-level course with History 5405/405.
- Completion of five courses at the 5300-level on specific geographical, chronological, or thematic topics.
- All courses are to be chosen in consultation with the graduate advisor.

- A thesis is not mandatory but a student may elect to present one in lieu of six hours of seminar work. It is a student's responsibility to choose a well defined topic, to check carefully on the availability of historical sources and to gain the assent of the departmental specialist to direct thesis preparation. A committee of three historians, including the director, oversee and evaluate the research and writing at each step of the process. There must be unanimous approval by the committee after required changes have been made. Only then is the thesis submitted to the graduate dean for approval.

When a student has earned twelve credit hours of graduate study in history, he must declare two fields (listed above under "courses") for the final master's examination, in consultation with the graduate advisor. A minimum of two courses must be taken in each field to qualify, and these courses must be approved by the graduate advisor.

In the various courses, students are introduced to bibliography and ought to begin reading these works long before the examination. These choices will become a part of the student's file. Any changes will be made only under extraordinary circumstances, and only with the graduate advisor's approval. The final examination may be taken only if these procedures are followed.

The written examination is administered twice yearly, in the Fall and Spring, and is a total of four hours in length, two hours for each area. Each of the two fields is assessed separately and the written examinations cannot fall below the grade of B-, given in the numerical equivalent. Failure in any part requires consultation with the

appropriate specialist before a retake can be arranged.

Upon successful performance in both written areas, the student goes on to a one hour oral examination. Evaluation on the oral examination is on a pass/fail basis. In the event of failure, the final master's examination may be repeated one time.

HISTORY (HIST)

Course Offerings

5130/313 History of Christianity.....(3)

Origin of Christianity, its spread, development of doctrines and practices, movements within the church, various denominations.

5301/301 The Era of the French Revolution(3)

Prerequisite: Consent of the department.

Background and development of the French Revolution.

5302/302 History of African American Women(3)

History of women with African Descent from the enslavement period to the present. Emphasis on issues of racism and sexism in late 19th century and 20th century U.S. society with relation to the feminist, womanist, Civil Rights, and Black Power movements.

5303/303 Renaissance and Reformation....(3)

Prerequisite: Consent of the department.

Aspects of 15th and 16th century political and cultural history.

5305/305 The Civil Rights Movement.....(3)

Prerequisite: Consent of the department.

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

5307/307 The European World in the 20th Century(3)

Prerequisite: Consent of the department.

Europe from 1914 to the present.

5308/308 The Vietnam War(3)

Prerequisite: Consent of the department.

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

HISTORY

5310/310 Women in the Middle Ages.(3)

Prerequisite: Consent of the department.

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

5311/311 Race and Labor in the United States.(3)

Prerequisites: HIST 1310/131 recommended or consent of the department.

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

5312/312 The Nineteenth Century in Europe.(3)

Prerequisite: Consent of the department.

Europe during the 19th Century.

5314/314 Civil War and Reconstruction 1850-1876.(3)

Prerequisite: Consent of the department.

Events of the Civil War and Reconstruction.

5317/317 The Forging of Modern America ..(3)

Prerequisite: Consent of the department.

The Gilded Age, Progressive Era, World War I, the 1920's, and the Great Depression.

5319/319 The American Revolution and the Establishment of the Republic, 1763-1815.(3)

Prerequisite: Consent of the department.

Independence movement and the formation of a new nation.

5320/320 American Colonial History.(3)

Prerequisite: Consent of the department.

Culture and institutions of the American colonies.

5323/323 The Immigrant Experience.(3)

Prerequisites: HIST 131 recommended or consent of the department.

Immigration and migration as factors in the United States history.

5326/326 American Foreign Policy.(3)

Prerequisite: Consent of the department.

Development, impact, and interpretation of American foreign policy.

5327/327 The Ancient Near East and Greece.(3)

Prerequisite: Consent of the department.

Civilizations in the ancient Near East and Greece.

5328/328 World Civilizations 500 BC-1500 AD.(3)

Prerequisite: Consent of the department.

Competition for world domination among civilizations originating in Western Europe, the Middle East, China, and India.

5329/329 History of Roman Civilization.(3)

Prerequisite: Consent of the department.

Roman civilization under the Republic and Empire.

5331/331 Tudor/Stuart England.(3)

Prerequisite: Consent of the department.

English history from 1485 to 1714.

5343/343 The Medieval World: Special Topics.(3)

Prerequisite: Consent of the department.

Advanced and specialized topics on the social, cultural, political, intellectual, and religious history of the Middle Ages. May be taken more than once for credit if topics are different.

5344/344 History of Eastern Europe.(3)

Prerequisite: Consent of the department.

Eastern European politics and culture from the seventh century to the present.

5348/348 History of the Occult.(3)

Prerequisite: Consent of the department.

Occultist beliefs and practices from Graeco-Roman Egypt through the 20th century. Historical interconnections with mythology, religion, theology, philosophy, and psychology in various cultures.

5350/350 History of African Americans in the United States to 1900.(3)

Prerequisite: Consent of the department.

Impact of the Afro-American on the history of the United States before 1900.

5351/351 The African American in Twentieth Century United States.(3)

Prerequisite: Consent of the department.

Impact of the Afro-American on contemporary life.

5352//352 The Chicago Experience.(3)

Prerequisite: Consent of the department.

A variety of classroom activities and traditional learning resources are supplemented by direct investigation of key aspects of the city.

5353/353 History of East Africa(3)*Prerequisite: Consent of the department.*

Analysis of major events caused by the migration of the Bantu, Arabs, Indians, Chinese, and peoples of the Pacific Ocean islands to East Africa and the creation of Swahili Civilization representing the first great melting pot culture in Africa.

5354/354 History of Southern Africa(3)*Prerequisite: HIST 2840/284 and 2850/285 recommended or consent of the department.*

A survey of the Bantu civilizations of the African Sub-Continent, their contacts with European civilization in the 17th century and the creation of a multiracial society in the 20th century.

5355//355 Modern Africa.....(3)*Prerequisite: HIST 2840/284 and 2850/285 recommended or consent of the department.*

A detailed look at Africa since World War I, especially the impact of colonialism the rise of African nationalist movements and struggles for independence, and changes in Africa since independence.

5356/356 Slavery in the Atlantic World(3)*Prerequisite: Consent of Department.*

The rise of slavery in the trans-Atlantic world. The Triangular Trade, the role of slavery in the development of western capitalism, and the effect of racist justification for that institution.

5357/357 History of Haiti.....(3)*Prerequisites: HIST 1710/171 and 2300/230 recommended or consent of the department.*

History of Hispaniola from 1492 to the present with a particular focus on the first successful slave insurrection.

5359/359 Russia Under the Czars(3)

From the rise of the Romanovs in 1613 to their fall in the revolutions of 1917.

5360/360 History of the Soviet Union, 1917-1991.....(3)*Prerequisite: Consent of the department.*

The Soviet Union since the 1917 Revolution with emphasis on Leninist-Stalinist policy.

5362/362 The World Since 1945(3)*Prerequisite: Consent of the department.*

Analysis of major social, political, economic, military, demographic, and cultural trends and events in the world since the end of World War II.

5364/364 Colonial Latin America(3)*Prerequisite: Consent of the department.*

From the pre-Columbian Indian civilizations through the European discovery and conquest to the movements for independence.

5369/369 Field Internship (3 - 12)*Prerequisite: Consent of the instructor.*

Special assignment or research projects in museums, schools, libraries, or programs which would involve students in practical applications of historical knowledge or research. 25 Clock hours per credit hour. (May be repeated for credit up to a maximum of 12 semester hours.)

5371//371 Mexico Since Independence.(3)*Prerequisite: Consent of Department.*

Mexico from independence to the present with a major focus on U.S.-Mexican relations.

5379/379 Spain Since 1492(3)*Prerequisite: Consent of Department.*

Spain from the completion of the Reconquista through the rise and fall of its New World empire to the present.

5381/381 History of Religion.....(3)*Prerequisite: Consent of the department.*

Historical study of world religions, their origins and development. Includes discussion of religions originating in India (Hinduism, Jainism, Buddhism, Sikhism); the Far East (ancestor worship, Taoism, Confucianism, Shinto); and Middle East (Judaism, Christianity, Islam). Native African, Native American and syncretic Caribbean religions are also discussed. Emphasis on non-Western and Third World religions.

5383/383 The Black Church in America(3)*Prerequisite: Consent of the department.*

History of the origins and development of the major religious movements among Black Americans.

5384/384 West Africa(3)*Prerequisite: HIST 2840/284 and 2850/285, or consent of the department.*

The West African sub region, with special emphasis on the Niger River Valley civilizations of Ghana, Mali, Songhai, Ashanti, Yoruba, and Dahomey, the ancestral origins of African Americans, the impact of the desiccation of the Sahara Desert, and the impact of trans-Saharan and trans-Atlantic trade.

5386/386 Ancient Africa.....(3)*Prerequisite: HIST 2840/284 and 2850/285 recommended or consent of the department.*

An understanding and appreciation of Africa before 1500 AD and the discovery of the new world, and on the eve of the breakdown of its civilizations under the impact of this discovery and Islam.

5387/387 Key Problems in African History . . . (3)

Prerequisites: HIST 2840/284 and 2850/285 recommended or the consent of the department.

Africa from ancient to modern times with emphasis on the origins of human civilization, the Saharan factor in African history, the impact of Sudanese and Bantu migrations, and evaluation of foreign interventions and their legacies, state formation and problems of development and governance. Emphasis on the theoretical and methodological issues of the debate on and in African History.

5390//390 Colonialism, Nationalism and Independence in the Third World (3)

Prerequisite: Consent of the department.

Political, economic and cultural changes brought about in traditional society by the imposition of Western rule, leading to the rise of nationalism and successful independence movements. India, Indochina, Kenya, and Nigeria will be used as case studies.

5399/399 Special Topics in History (3)

Prerequisite: Consent of the department.

Analysis of particular historical problems that have a high degree of contemporary significance.

Note: All graduate students are eligible to enroll for 400-level classes, except those designated as restricted to master's degree students or requiring departmental permission.

5400/400 Historical Methods (3)

Prerequisite: Consent of graduate advisor.

Principles of historical research.

5405/405 Historical Thought (3)

Prerequisite: HIST 5400/400.

Systems of historical thought and the works of great historians.

5470/470 Seminar in United States History I (3)

Prerequisite: HIST 5400/400, 5405/405

Research in special phases of United States history. Topics will vary from term to term. (May be taken more than once with a different topic.)

5471/471 Seminar in United States History II (3)

Prerequisite: HIST 5400/400, 5405/405.

Research in special phases of United States history. Topics will vary from term to term. (May be taken more than once with a different topic.)

5472/472 Seminar in United States History III (3)

Prerequisite: HIST 5400/400, 5405/405.

Research in special phases of United States history. Topics will vary from term to term. (May be taken more than once with a different topic.)

5480/480 Seminar in European History I (3)

Prerequisite: HIST 5400/400, 5405/405.

Research in special phases of European history. Topics will vary from term to term. (May be taken more than once with a different topic.)

5481/481 Seminar in European History II . . . (3)

Prerequisite: HIST 5400/400, 5405/405.

Research in special phases of European history. Topics will vary from term to term. (May be taken more than once with a different topic.)

5482/482 Seminar in European History III . . . (3)

Prerequisite: HIST 5400/400, 5405/405.

Research in special phases of European history. Topics will vary from term to term. (May be taken more than once with a different topic.)

5490/490 Seminar in History I (3)

Prerequisite: HIST 5400/400, 5405/405.

Research in special phases of history. Topics will vary from term to term. (May be taken more than once with a different topic.)

5491/491 Seminar in History II (3)

Prerequisite: HIST 5400/400, 5405/405.

Research in special phases of history. Topics will vary from term to term. (May be taken more than once with a different topic.)

5499/499 Master's Thesis (6)

Prerequisite: HIST 5400/400, HIST 5405/405, and consent of graduate advisor.

Directed research.

Mathematics

DEPARTMENT CHAIRPERSON:

Rohan Attele

GRADUATE PROGRAM ADVISOR:

Dawit Getachew

GRADUATE FACULTY: *Victor K. Akatsa, Kapila Rohan Attele, Alfredo R. Dolich, John F. Erickson, Dawit Getachew, Lun-Pin Ho, Daniel J. Hrozencik, Lixing A. Jia, Paul M. Musial, Sharon O'Donnell, Howard A. Silver (Emeritus), Richard J. Solakiewicz, Marjorie M. Stinespring (Emeritus), Asmamaw Yimer, George I. Zazi.*

The Department of Mathematics and Computer Science offers a program of study that leads to a Master of Science degree in Mathematics. The program is especially designed to meet the needs of the busy professional. With evening courses, research seminars, and interdisciplinary studies in physical and life sciences, the program offers opportunities for enrichment and professional growth.

The department is especially proud of its record of providing access to students with strong academic potential. Students can learn in a supportive environment and engage in scholarly activities outside the classroom setting. They can participate in research seminars and colloquia or Graduate Students' Seminar. Each year, the department offers a major lecture series in the Spring semester. The program keeps abreast of the needs of potential employers with an Advisory Board consisting of rep-

resentatives from industry, City Colleges of Chicago, and Chicago Board of Education.

A limited number of Graduate Assistantships are available subject to the availability of funds. Graduate Assistants may teach under mentorship of a regular faculty member and attend Case Studies workshops on various teaching scenarios to gain teaching experience.

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

GENERAL REQUIREMENTS

- Fulfillment of the general requirements for admission to the School of Graduate and Professional Studies.
- A bachelor's degree from an accredited institution with an undergraduate concentration in mathematics and a B average or better (3.0 or higher from a 4.0 scale) in advanced undergraduate mathematics courses. An undergraduate concentration in mathematics is defined as successful completion of at least four advanced mathematics courses.
- Applicants without the above mentioned requisite concentration or average may gain Conditional Admission.
- To gain full admission, students with Conditional Admission status are required to complete four approved graduate courses (which could be credited to the degree) with a B average or better and, if needed, their prerequisite courses.

- Completion of at least thirty-three graduate credit hours.
- A maximum of twelve credit hours of approved 4000-level courses completed in graduate student status may be applied towards the degree provided grade of B or better is earned in each. Two of these 4000-level courses (maximum of six hours) may be chosen, with the consent of the graduate adviser, from interdisciplinary courses in mathematical biology, mathematical physics, or computer science.

SPECIFIC REQUIREMENTS

Required courses 9 hours

MATH 5420/415, 5220/420, and select one course in an area in geometry from the following: MATH 5120/408, 5130/410, 5140/411.

Completion of a Master’s Project (Math 5950/495) 3 hours or Master’s Thesis (Math 5980*)..... 6 hours

Completion of three additional elective courses at the 5000-level selected with the approval of the graduate advisor.

Completion of the remaining 9-12 hours to be selected from approved 4000- or 5000-level mathematics courses that are applicable to the Master’s degree. The following 4000-level courses cannot be applied to the Master’s degree: 4040/304, 4050/305, 4060/306, 4070/3074010/347, 4020/348, 4000/363, 3005/375, 381/4920, 4940/392. This list is not exhaustive; consult the graduate adviser.

** Needs prior approval from the graduate committee.*

MATHEMATICS (MATH)

Course Offerings

NOTE: Students enrolling in mathematics classes must receive at least a grade of C in all its pre-requisite mathematics and computer science courses.

5000/401 Continuing Education Topics For Primary School Mathematics Teachers(1-3)

Prerequisite: Standard Teaching Certificate.

An exploration of both content and pedagogical topics for teachers of primary school mathematics. Topics may include new curriculum programs, materials and teaching strategies, calculators and computers, number systems, operations of arithmetic, and problem solving, as well as topics of current interest. A hands-on approach using manipulative and concrete models will be a focus for the course. May be repeated for up to a maximum of six credit hours. Cannot be used to satisfy requirements for certification or for a bachelor’s or master’s degree.

5005/402 Continuing Education Topics For Middle School Mathematics Teachers(1-3)

Prerequisite: Standard Teaching Certificate

An exploration of both content and pedagogical topics for teachers of middle school or junior high school mathematics. Topics may include new curriculum programs, materials and teaching strategies, calculators and computers, geometry, probability and statistics, relations, equations and problem solving, as well as other topics of current interest. May be repeated for up to a maximum of six credit hours. Cannot be used to satisfy requirements for certification or for a bachelor’s or master’s degree.

5010/301 A Review of Mathematical Topics.....(3)

Prerequisite: Bachelor’s degree and consent of the department.

A review of the basic elements of calculus, linear algebra, and the nature of proof. Cannot be used for Master’s degree.

5020/302 Recent Trends in Mathematics....(3)

Prerequisite: Bachelor’s degree and/or consent of the department.

Course for in-service teachers. Changes in the teaching, philosophy, and course content of pre-collegiate mathematics. Cannot be used for Master’s degree.

5040/304 Number Theory For Middle School Teachers(3)

Prerequisite: MATH 1020/141 or MATH 1200/162 or HON 1300/130 and HON 1310/131; and a 2000-level mathematics course.

Prime numbers. Euclidean algorithm. Greatest common divisors and least common multiples. Modular arithmetic. Diophantine equations. Integration of the content in elementary and middle school. May not be used for graduation credit in mathematics or mathematics secondary education options. Cannot be used for Master's degree.

5050/305 Geometry For Middle School Teachers(3)

Prerequisite: MATH 1210/141 or MATH 1200/162 or HON 1300/130 and 1310/131; and a 2000-level mathematics course.

Incidence relation, angles, congruence, measurement, compass-and-straightedge constructions, circles, arcs and arc length, polygons, similarity, right-triangle trigonometry, area, volume, coordinate geometry in two and three dimensions. Integration of content in the elementary and middle school. Cannot be used for Master's degree.

5060/306 Modern Algebra For Middle School Teachers(3)

Prerequisite: MATH 1210/141 or MATH 1200/162 or HON 1300/130 & 1310/131 or equivalent; and a 200-level mathematics course.

Groups, rings, fields and their applications. Integration of content in the elementary and middle school. Cannot be used for Master's degree.

5070/307 History of Mathematics For Middle School Teachers(3)

Prerequisites: MATH 1400/209 and MATH 4050/305 or equivalent

The historical basis of numeration, operations, geometry, algebra, trigonometry, and calculus. The cultural aspect of mathematics and its contributions to knowledge and learning. Integration of content in the elementary and middle school. Cannot be used for Master's degree.

5080/311 Probability and Statistics For Teachers(3)

Prerequisite: Bachelor's degree and consent of the department.

Basic elements of probability and statistics with special emphasis on teaching strategies. Cannot be used for Master's degree.

5090/309 Calculus For Teachers I(3)

Prerequisite: Bachelor's degree and consent of the department.

A review of the basic elements of calculus with special emphasis on teaching strategies. Cannot be used for Master's degree.

5095/310 Calculus For Teachers II(3)

Prerequisite: MATH 5090/309 or consent of the department.

A continuation of MATH 309. Cannot be used for Master's degree.

5120/408 Concepts of Geometry I(3)

Prerequisite: MATH 4110/342.

Axiom systems, Euclidean geometry, non-Euclidean geometry, theory of incidence, theory of order, affine geometries, similarity and congruence, models of geometries, distance and measurement, ruler and compass constructions.

5130/410 Projective Geometry(3)

Prerequisite: MATH 4110/342.

Analytic and axiomatic projections, theory of conic sections, Pascal's and Branchon's theorems, linear transformations.

5140/411 Differential Geometry(3)

Prerequisite: MATH 353 or 358.

Theory of curves and surfaces in Euclidean space, Frenet-Serret formulas, Gaussian curvature, geodesics.

5180/461 Point Set Topology(3)

Prerequisite: Consent of the department.

Concept of topology, topological and metric spaces, continuity, connectedness, generalized limits, separation concepts.

5210/427 Number Theory(3)

Prerequisite: MATH 4210/327 or equivalent.

Selected topics in classical, analytic, and algebraic number theory.

5220/420 Modern Algebra I(3)

Prerequisite: MATH 4250/361.

Group theory: group action, Sylow theorems, simple and solvable groups. Field Theory: Galois correspondence, radical extensions, algebraic and transcendental extensions, finite fields.

5230/421 Modern Algebra II(3)

Prerequisite: MATH 5220/420.

Continuation of MATH 5220/420, Commutative algebra: Integrality, Hilbert Basis Theorem, modules over PDI; non-commutative rings: Jacobson radical, Artin-Wedderburn theorem.

5250/520 Commutative Algebra(3)

Prerequisites: Math 5220/420 and 5230/421

An introduction to commutative rings and modules over commutative rings. Chain conditions, Noetherian and Artinian rings. Localization. Finitely generated algebras over a field, varieties. Further topics may include discrete valuation rings and Dedekind domains, completions, Nullstellensatz.

5310/454 Modern Applied Algebra(3)

Prerequisite: MATH 4250/361.

Algebraic theory with applications to theoretical computing. Topics include finite state automata, Turing machines, computability, the theoretical limits of computers, and coding theory.

5320 Introduction to Computational Algebraic Geometry(3)

Prerequisite: Math 5220/420.

Geometry of curves/surfaces defined by polynomial equations. Emphasis on concrete computations with polynomials using computer packages, interplay between algebra and geometry as well as algebra and biology. Algebra and topology presented as needed.

5410/426 Theory and Application of Infinite Series.....(3)

Prerequisite: MATH 4410/358.

Infinite series of real and complex terms including the summability methods of Abel and Cesaro; tests for convergence of series of positive constants including those of Cauchy, Maclaurin, Gauss; alternating series; conditional convergence and Riemann's theorem; absolute and uniform convergence; theorems of Weierstrass, Cauchy, Abel, Levi and Sternitz; introduction to the theory of divergent series.

5420/415 Analysis I.....(3)

Prerequisite: MATH 4410/358.

Functions of bounded variation, Riemann-Stieltjes integral, topology of the real line, measure theory, measurable functions, Lebesgue integral, other selected topics.

5430/416 Analysis II(3)

Prerequisite: MATH 5420/415.

Continuation of MATH 5420/415: Radon-Nikodym theorem, LP spaces, Riesz Representation theorem, functions of several variables, inverse and implicit function theorems, smooth manifolds, tangent and cotangent bundles, vector bundles, differential forms, pullback, wedge product, integration, Poincare lemma.

5440/422 Complex Variables I.....(3)

Prerequisite: MATH 4450/356 or 4410/358.

Complex numbers and polygenic and monogenic functions, theory of residues, Taylor and Laurent series, Cauchy-Riemann and Laplace equations.

5445 Complex Analysis II(3)

Prerequisites: Math 5440/422.

Harmonic functions and the Dirichlet problem. Introduction to Riemann surfaces. Negative curvature and Picard's Big Theorem. Further topics may include Hardy spaces, Corona theorem, a deeper study of Riemann surfaces, the uniformization theorem.

5470 Functional Analysis(3)

Prerequisite: MATH 5420/415

Hahn-Banach theorem, weak topologies; operators on Hilbert and Banach spaces, normal, self-adjoint, and compact operators; geometric and spectral analysis of linear operators; generalized functions. At instructor's discretion applications to Fourier series, numerical analysis, probability, dynamics, or differential equations will be discussed.

5510/433 Advanced Ordinary Differential Equations(3)

Prerequisite: MATH 2550/271 and 4410/358.

Boundary value problems, linear differential equations with periodic coefficients, nonlinear differential equations, perturbation theory, Poincare's method.

5520/431 Partial Differential Equations(3)

Prerequisite: MATH 2550/271 and 4410/358.

Classical solutions of first and second order partial differential equations, Bessel and Legendre functions, orthogonal functions, solutions of boundary value problems by the separation of variables and integral transformations, Laplace's equation, wave equation.

5550/441 Advanced Numerical Methods(3)

Prerequisite: MATH 5550/441, MATH 4410/358.

Difference equations, iteration, Aitken's delta square method, Steffensen's method, Bairstow's method, Bernoulli's method, and the quotient-difference algorithm. Additional topics may include Mesh-free methods, finite element methods, spectral methods, Galerkin type methods, and fast Fourier transform methods.

5560/443 Interpolation and Approximation.....(3)

Prerequisite: MATH 5550/441.

Interpolation via polynomials, orthogonal families of polynomials, spline interpolation, least squares methods, and Fourier methods. Additional topics may include radial basis function methods, and convolution kernel based methods.

5610/471 Mathematical Statistics I(3)

Prerequisite: MATH 4600/315 or equivalent.

Random variables, conditional probability, multidimensional distributions, functions of random variables, central limit theorem, limiting distributions.

5620/472 Mathematical Statistics II.(3)

Prerequisite: MATH 5610/471.

Test of hypothesis, point estimation, confidence intervals, sufficient statistics, Rao Blackwell theorem, multivariate analysis.

**5710 Mathematics Curriculum in
Grades 7-12.....(3)**

Prerequisite: Consent of Graduate Advisor.

The history of curriculum, content, and trends in mathematics of grades 7-12; study and analysis of major reports, recommendations, and theories in mathematics curricula and teaching and learning; issues and trends in assessment practices; study and analysis of reform movements and their effect in curricular designs, practices, and beliefs of mathematics and mathematics teaching and learning.

**5780 Research & Practices in
Mathematics Education(3)**

Prerequisite: Consent of Graduate Advisor

Survey and analysis of research in the field of mathematics education; issues, research, and practices in the teaching and learning of mathematics; critiques and conduct of research in the teaching and learning of mathematics.

**5810/451 Mathematical Models and
Applications(3)**

Prerequisite: High school mathematics teaching experience and consent of the department.

Modern application of mathematics in such fields as economics, industrial management, psychology, political science, biology, ecology, and geography for high school classroom utilization.

5920/492 Graduate Seminar(3)

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

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

5950/495 Master's Project(3)

Prerequisite: Approval of Graduate Advisor.

Research under the supervision of a regular faculty member leading to the completion of a Master's Project.

5980 Master's Thesis(3)

Prerequisite: Approval of Graduate Advisor.

Research under the supervision of a regular faculty member leading to the completion of a Master's thesis. (A thesis is a document whose precise format is prescribed by the Graduate School. Refer to the Graduate Students' Handbook for the thesis formalism.)

Psychology

DEPARTMENT CHAIRPERSON: *Ivy Dunn*

GRADUATE PROGRAM ADVISOR:
Karen D. McCurtis-Witherspoon

GRADUATE FACULTY: *Ivy Dunn, Lindsay Bicknell-Hentges, Grace Buchanan, Jacqueline A. Conley, Alonzo DeCarlo, Tadesse W. Giorgis, John J. Lynch, Karen D. McCurtis-Witherspoon, Paula Mitchell.*

The Counseling Graduate Program of the Department of Psychology offers graduate study leading to a Master of Arts degree in Counseling. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to both counseling programs of Chicago State University: Community Counseling (now Clinical Mental Health Counseling) and School Counseling.

The Counseling Graduate Program is designed to train students as counselors so they can work in a variety of settings with an emphasis on training counselors to work with urban youth and their families. It is also designed as a pre-doctoral study program in counselor education and supervision, counseling, or psychology. Graduates of the School Track are eligible to work as counselors in school settings. Graduates of the Clinical Mental Health Track are eligible to work as counselors in a variety of community settings. The program currently qualifies students to sit for

examinations for counseling certification (NCC) and Illinois Licensure for professional counselors; the requirements for these examinations are subject to change and additional requirements may be added. Completion of the master's degree program in counseling (School Track) qualifies students for the Type 73 School Service Personnel Certificate for the School Counselor. Certification also requires the successful completion of the Illinois Certification Tests of Basic Skills and School Counseling. Students with a master's degree in counseling or related field who want only an endorsement and certification in school counseling, must satisfy all current requirements of the school counseling degree. The Endorsement in School Counseling Certificate Program has 31 hours of prerequisites and 15 hours of additional required coursework (totaling 51 hours). More information about the program can be obtained in the Chicago State University Master of Arts in Counseling Student Handbook.

Master of Arts in Counseling

MISSION STATEMENT

The mission of the program is to produce highly qualified graduates equipped to serve the complex counseling demands in urban settings with a specific emphasis on addressing the needs of urban youth and their families. This mission is generated from a belief that counselors equipped to deal with the more difficult problems within large cities will also be effective in other, less challenging settings. To accomplish its mission, the program is committed to:

- Recruiting, retaining and graduating culturally and economically diverse students.
- Employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and clinical experience.
- Providing a curriculum that is infused with theory and applications related to diverse urban populations.
- Providing students with a strong preparation in counseling interventions and models of prevention directed toward meeting the complex counseling needs within urban and other settings.
- Providing opportunities for practical counseling experiences within urban schools and communities.
- Teaching students how to access resources, advocate for their clients and their profession, and serve as community activist when needed; and
- Working with partnership with local institutions and agencies in the region to assist in the development of socially and economically viable and sustainable communities.

PROGRAM DESCRIPTION

The school counseling program is designed to prepare students to serve the multiple mental health or counseling needs within schools in an urban setting. Students will be given a strong preparation in clinical intervention with a specific emphasis on meeting the needs of urban youth and their families. Additionally, students will learn how to develop a primary intervention program that impacts the entire school community through implementation of The

Developmental Counseling Model. Students will also learn how to organize counseling interventions, which are integrated into the school curriculum. Prevention and early intervention will be the primary goals taught to our students.

Students choosing to emphasize human services counseling or prepare for careers in community agencies such as mental health clinics, substance abuse facilities, and/or to work as developmental interventionists and consultants in a wide variety of educational and non-educational settings can enroll in the Clinical Mental Health Counseling track. Students in the Clinical Mental Health Counseling track will also be given strong preparation in clinical intervention, with specific focus on addressing the needs of urban youth and their families. Students in the Clinical Mental Health Counseling track will learn how the family and community contexts impact behavior as well as how to plan and implement effective interventions within the community context.

ADMISSION REQUIREMENTS

- Submission of an application, official transcript(s) and two reference forms) one from either a college instructor or supervisor at work) to CSU Office of Graduate Studies by March 1 for the fall Semester. (Students will only be admitted into the program once a year for the Fall Semester.)
- Completion of six credit hours of prerequisite courses, which must include three credit hours in developmental psychology and psychological statistics (with a grade of B or better in at least one and no grades less than C). A student may be granted provisional admission until the

prerequisites are met. (Note: financial aid loans are not available to students who are provisionally admitted.)

- GPA: Minimum 3.0 (on a 4.0 scale) for final 60 hours of undergraduate work. Applicants whose grade point average is between 2.75 and 2.00 may qualify for conditional admission.
- Successful completion of a written essay and personal interview with faculty for the purpose of assessing oral communication, writing, interpersonal skills, and the applicant's potential for the counseling field.

Applicants for the School Counseling track or the Endorsement in School Counseling Certificate Program must have passed the Illinois Basic Skills Test. In addition, they must have a valid Illinois Teaching Certificate or they must take the course ED 4820/5820 course – Educational Fundamentals in School Counseling as a program prerequisite. Providing they have passed the Illinois Basic Skills Exam, students who do not have a valid Illinois Teaching Certificate may be admitted conditionally pending successful completion of the Education course within the first year. Certified teachers must have proof of a passing score report on the Illinois Certification Test of Basic Skills passed anytime since 1987.

Due to limited class size, not all qualified applicants may be accepted.

PROVISIONAL ADMISSION

Note: financial aid loans are not available to students who are provisionally admitted.

Admission to the program is provisional until the following criteria are met:

- Completion of prerequisite courses (Developmental Psychology and Psychological Statistics) with a grade of B or better in at least one of prerequisite courses, and a grade of C or better in the remaining course.
- Completion of PSYC 5710/412, 5720/413, 5650/414, 5640/416, and 5670/423 with a grade of B or better.
- Successful completion of the application for candidacy after taking the pre candidacy courses (PSYC 5600/406 or 5610/411, 5660, 5650/414, 5640/416, and 5670/423). Students enrolled in their final pre-candidacy course are responsible for obtaining and submitting the Application for Candidacy form to Counseling Graduate Office (HWH 311).

FULL ADMISSION

Full admission to the program is granted when all criteria listed under provisional admission are met.

TRANSFER COURSES

Courses taken at other institutions, which are to be applied to the counseling degree requirements must be evaluated and approved by an advisor in writing within the first semester after acceptance. Courses taken from other institutions after admission into the program must be pre-approved by an advisor in writing, must be of a grade of B or better, and must be completed within six years of graduation in order to be applied to degree requirements. No more than a total of nine transferred credit hours can be applied to the degree.

GENERAL REQUIREMENTS

- Completion of all required and elective courses, accumulating at least fifty-one (51) credit hours for the School Track or fifty-four (54) credit hours for the Clinical Mental Health Track at the graduate level with an average grade of B or better.
- Students must successfully complete the Comprehensive Examinations (Part 1-Objective and Part 2 – Essay).
- Students must successfully complete a Practicum (Field Experience) of 100 clock hours and an Internship of 600 clock hours.
- Completion of all clinical courses (PSYC 5790/431, 5950/434, 5990/490 or 5991/491) with a grade of B or better.
- Students in the School Counseling Program must pass the type 73 Certification Exam in School Counseling prior to internship and must have already passed the Basic Skills Exam prior to admission.
- Students must complete all degree requirements within six years.

SPECIFIC REQUIREMENTS

Option I – School Track (Total 51 hours)

Core Courses 36 credit hours

PSYC 5600/406, 5660, 5710/412, 5720/413, 5650/414, 5640/416, 5730, 5670/423, 5760/424, 5800/429, 5740, 5840/455.

Special Courses 12 credit hours

PSYC 5790/431, 5950/434, 5990/490 (6 hrs).

Elective Courses 3 credit hours

5000 level courses selected with advisor's approval.

Option II – Clinical Mental Health Counseling Track (Total 54 hours)

Core Courses 39 credit hours

PSYC 5611, 5710/412, 5720/413, 5650/414, 5640/416, 5730, 5800/429, 5750/430, 5660, 5670/423, 5740, 5810/436, 5840/455.

Special Courses 12 credit hours

PSYC 5790/431, 5950/434, 5991/491 (6 hrs).

Elective Courses 3 credit hours

5500-level courses or higher, selected with advisor's approval.

THESIS OPTION

Students who are interested in pursuing a doctoral degree after graduating from the Counseling Graduate Program are strongly encouraged to complete a thesis. Three of the six hours of thesis credit can be taken in lieu of the required graduate elective. More information about this option can be obtained by contacting an advisor (773-995-2359) or the Office of Graduate and Professional Studies (773-995-2404).

BILINGUAL SPECIALIZATION

Students accepted in to the Community or School Counseling Programs as well as the Endorsement in School Counseling Certificate Program may apply for a Bilingual Specialization. The Bilingual Specialization requires that a candidate successful complete the Helping Hispanic Families course (SPAN 5101) with a grade of B or better, satisfy the American Council on the Teaching of Foreign Languages (ACTFL) requirements for the Advanced Plus Level in Spanish, and complete a practicum in a school or community setting serving Latino clients. Students interested in obtaining the Bilingual Specialization can request an application from the Coun-

seling Graduate Program. Language proficiency will be initially screened by the Foreign Languages and Literature Department of Chicago State University. Final testing for the language requirements will be conducted by ACTFL

Endorsement In School Counseling Graduate Certificate Program

Important note about admission to the endorsement program: Given The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements for faculty-student ratios, only a limited number of students can be admitted to this program. Priority will be given to graduates for the Chicago State University Community Counseling Program who are seeking an endorsement in school counseling. All students interested in applying for this program must have passed the Illinois Basic Skills Test and have a Master's in Counseling. Applicants can submit applications for the Fall semester by March 1 to The School of Graduate and Professional Studies. Graduate Students-at-Large (not officially admitted to the program) will NOT be allowed to register for any of the courses in this program, including the required education course.

All registrations for graduate Psychology/Counseling classes and the ED 4820/5820 Fundamentals in School Counseling must be signed by an advisor of the Counseling Graduate Program in HWH 311 (773-995-2359). Any student who enrolls in one of these courses without having an advising form signed (and a copy left in the student's file in the department office)

will be administratively withdrawn from the course(s) and is subject to disciplinary action, which could result in dismissal from the university.

The purpose of this certificate program a (15 credit hour graduate sequence is-DELETE) is to provide a Type 73 endorsement in school counseling for students with a master's degree in counseling or related field. Some students entering the program will already have a master's in School Counseling and others may have a master's in Community Counseling or closely related degree. Applicants for the program must have an appropriate master's degree and have passed the Illinois Basic Skills Exam. In addition, they must have a valid Illinois Teaching Certificate or they must take the course ED 5820/382G, Educational Fundamentals in School Counseling as a program prerequisite within the first year of the endorsement program. Providing they have passed the Illinois Basic Skills Exam, students who do not have a valid Illinois Teaching Certificate may be admitted conditionally, pending successful completion of the education course within the first year. Students will not be allowed to take the education course unless they have been conditionally admitted to the endorsement program. The 36 hours of required program prerequisites and the 15 hours of program requirements will meet all 51 hours of the criteria necessary for endorsement in School Counseling.

The program emphasizes the Developmental School Counseling Model, strong clinical training, and applied field practice as a school counselor in an elementary and high school setting.

The certificate must be completed in three years. Students may petition to apply the graduate courses taken in the certificate program (fifteen credit hours) toward the M.A. in Counseling-School Track.

**Program Prerequisites
(36 hours of prerequisites required.)**

Program prerequisites include the following courses or courses judged by the program coordinator as having similar content:

PSYC 5600 /406 or 396G/400; PSYC 5660 or 410 or 407 or 409; PSYC 5710/412 or 355G or 405; PSYC 5720/413 or 347G or 404; PSYC 5650/414; PSYC 5640/416; PSYC 5730 or 417 or 5735/422; PSYC 5670/423; PSYC 5790/431 or 433 or PSYC 419; PSYC 5950/434 or 420 (must have completed a minimum of 100 hours of practicum with children and adolescents only); PSYC 5840/455; and 3 additional hours of graduate level electives in counseling or a related field (e.g., PSYC 5815/428, 435, 5820/442, 5850/459, 2200/367G, etc.), not including PSYC 5500/300G or below and courses in personality theory, abnormal psychology, or psychological statistics.

Course Requirements..... 15 credit hours

PSYC 5760/424, 5800/429, 5740 or 443, 5990/490 (6 hrs).

Other Requirements

Proof of passing the Illinois Certification Content Area Test for school counselors prior to enrollment in PSYC 5990/490 (Internship in School Counseling).

The certificate must be completed in three years.

Post-Baccalaureate Certificate In Alcohol and Other Drug Abuse Counselor Training

The purpose of this certificate program is to prepare students to sit for the examination administered by the Illinois Alcohol and Other Drug Abuse Professional Certification Association.

Required Courses 30 credit hours

PSYC 1100/141, 2040/204, 4200/311, 4201/312, 4202/313, 4203/314, 4204/316, 4155/336, 4205/363, 4206/370.

PSYCHOLOGY (PSYC)

Course Offerings

5150/318 Psychology of Personality.....(3)

Prerequisite: PSYC 1100/141.

Course examines the major theories of personality and provides an integrative framework for understanding the dynamics of personality.

5155/336 Abnormal Psychology(3)

Prerequisite: PSYC 1100/141.

Behavior deviating from normal and its treatment.

5180/358 Computer Applications in the Behavioral Sciences.....(3)

Prerequisite: PSYC 2080/231 or PSYC 4190/357; or MATH 1600/210 and PSYC 4185/331; or consent of the department.

Design computer spreadsheets and data base files for statistical analysis in research. Become proficient in SPSS, EXEL, Internet, and other applications used in the behavioral sciences.

5185/331 Statistical Methods in Psychology.(3)

Prerequisite: PSYC 2080/231 or equivalent.

Inferential statistics: point estimates, confidence intervals, one-sample Z and t- tests, two-sample Z and t tests, analysis of variance.

5155/336 Abnormal Psychology . (3)

Prerequisite: PSYC 1100/141.

Behavior deviating from normal and its treatment.

5180/358 Computer Applications in the Behavioral Sciences. (3)

Prerequisite: PSYC 2080/231 or PSYC 4190/357; or MATH 1600/210 and PSYC 4185/331; or consent of the department.

Design computer spreadsheets and data base files for statistical analysis in research. Become proficient in SPSS, EXEL, Internet, and other applications used in the behavioral sciences.

5190/357 Fundamentals of Statistical Methods. (3)

Prerequisite: PSYC 1100/141.

Descriptive statistics through correlation and regression. Inferential statistics: point estimates, confidence intervals, one-sample Z and t tests of significance, two-sample Z and t tests of significance.

5200/311 Pharmacology For Addictions . (3)

Prerequisites: PSYC 1100/141, 4155/336.

Classification of alcohol and other drugs' physical and psychological effects, medical complications, assessment and diagnostic techniques, treatment settings and modalities.

5201/312 Ethics and Addiction. (3)

Prerequisite: PSYC 1100/141, 2040/204 or 200/217, 5155/336. Successful completion of English, math, and reading qualifying examinations.

Prepares students to develop ethical standards and apply them in alcohol and drug dependency counseling.

5202/313 Chemical Dependency Counseling.(3)

Prerequisite: PSYC 1100/141, 4155/336, 5205/363.

Theory and practice of counseling addictions. Individual, family, group approaches. Screening, intake, treatment delivery models.

5203/314 Community and Domestic Violence/Addictions. (3)

Prerequisites: PSYC 1100/141, 2040/204 or 2000/217.

Influence of drugs and alcohol on family, community violence. Incidence, prevalence, theories, causation, risk factors, long term effects. Prevention strategies.

5204/316 AODA Field Experience . (3-6)

Prerequisites: PSYC 1100/141, 4202/313, 4206/370.

Focuses on demonstrating competency in the 12 core functions and 8 practice dimensions of substance use disorder counseling. Supervised field experience using knowledge and practicing skills learned in the classroom.

5205/363 Psychology of Drug Addiction . (3)

Prerequisite: PSYC 1100/141 and consent of the department.

Introductory course in the chemical, psychological, social and treatment aspects of drug use, abuse and dependency. Drug abuse prevention will be introduced through elementary theories of open communication.

5206/370 Addiction Assessment/Case Management .(3)

Prerequisites: PSYC 1100/141, 4155/336, 5205/363.

Introduction to and training in basic intake, assessment, diagnosis, treatment planning, referral, insurance, and other aspects of effective case management

5210/377 Adolescent Psychology for Middle Grade Teachers . (3)

Prerequisite: PSYC 1100/141

Explores the development issues of early adolescence as they pertain to middle school education. Explores the advisory role of middle school teachers in assessing, coordinating, and referring students to health and social service agencies. *Note* : Unless permission of the department is given, only students enrolled in the school or community counseling programs are eligible to enroll for 400-level classes. Prior consultation with the department is required for enrollment into any 400-level courses in psychology.

5600/406 Introduction to School Counseling.(3)

Prerequisite: Completion of program prerequisites or concurrent enrollment and admission into the counseling master's degree program.

Introduction to the roles and functions of the school counselor within a developmental and other school counseling programs. Examines all aspects of professional functioning including history, organizational structure, ethics, standards, and credentialing. Credit not given for both PSYC 406 and 400.

5610/411 Principles of Community Counseling. (3)

Prerequisite: Completion of program prerequisites or concurrent enrollment and admission into the counseling master's degree program.

Principles of counseling in a community agency setting. History and philosophy of psychological counseling, role and training of the counselor, modes of intervention, consultation theory, and ethics of counseling.

5611 Principles in Clinical Mental Health Counseling. (3)

Prerequisite: Admission to Counseling Graduate Program or permission of the department.

Addresses the roles, functions, settings, and management of clinical mental health counseling. Introduces relevant models and theories, ethical and legal issues, professional organizations, preparation standards and credentialing, and management of mental health services.

5640/416 Counseling Theories and Ethics. (3)

Prerequisite: PSYC 5600/406 or 5610/411 or concurrent enrollment.

Admission to the master's degree program.

Major theories, principles, ethical concerns, and techniques of counseling. Introduction to Afro-centric

and other models and exploration of techniques for children, adolescents, and special populations.

5650/414 Microcounseling. (3)

Prerequisite: PSYC 5600/406 or 5610/411 or concurrent enrollment.

Admission to the master's degree program.

Practical and experiential laboratory designed to build basic counseling and interviewing skills, including counselor self-awareness. Focus on development of understanding of the counseling process through readings, lectures, analogue exercises, and video demonstrations.

5660 Advanced Lifespan Development & Counseling Applications. (3)

Prerequisites: PSYC 5600/406 or 411/5610 or concurrent enrollment.

Examines development and counseling across the life span and addresses issues that impact counseling and development such as ethnicity, economics, disabilities, and abuse/neglect. Introduces concepts of family development and basic learning theory.

5670/423 Principles and Techniques of Group Counseling . (3)

Prerequisite: PSYC 5650/414, 5640/416. Admission to the master's degree program.

Group methods for identifying, understanding, and solving common problems. Explores counseling and therapy in a group setting.

5710/412 Multicultural Issues In Counseling. (3)

Prerequisite: PSYC 5600/406 or 5610/411 or concurrent enrollment.

Admission into the master's degree program..

This course is designed to build expertise in counseling individuals from diverse cultural backgrounds including but not limited to individuals of African American, Hispanic, Asian, and American heritage. It includes a study of change, ethnicity, changing roles of women and sexism, urban and rural societies, changing population patterns, cultural mores, and differing life patterns.

5720/413 Life Style and Career Development. (3)

Prerequisite: PSYC 5600/406 or 5610/411 or concurrent enrollment. Admission to the master's degree program.

Theories and principles of vocational choice, relationship between career choice and life style, sources of occupational and educational information, computerized guidance services, financial aid, college admissions, approaches to career decision making processes and career development exploration techniques.

5730 Techniques of Assessment and Diagnosis. (3)

Prerequisites: PSYC 5600 or 5610 or concurrent enrollment; PSYC 4190/357 or equivalent basic statistics course. Admission to the master's degree program.

Selection, administration, interpretation, and evaluative use of intelligence, aptitude, personality, interest, and achievement test. Use and/or construction of questionnaires, sociograms, anecdotal records, and other appraisal devices. Practice of differential diagnosis and clinical interviewing. Additional course fee.

5735/422 Personality Appraisal . (3)

Prerequisite: PSYC 5640/416, 5730. Admission to the master's degree program.

Techniques and methods for appraising personality characteristics.

5740 Treatment Interventions in Urban Youth And Families . (3)

Prerequisites: PSYC 5600 or 5610 and PSYC 5660. Admission to the master's degree program.

Seminar on issues (e.g.) gangs, violence, abuse, drugs, poverty, etc.) facing youth and families in urban inner-city environments. Exposes students to theories of adolescent development, how development, how development is comprised in such youth, and using research to guide effective treatment strategies for this population. Introduces family system theory and application with youth and families.

5750/430 Introduction to Family Systems Counseling . (3)

Prerequisite: PSYC 5650/414, 5640/416. Admission to the master's degree program.

An introduction to general systems theory and survey of the major systems of family therapy, emphasizing theory and treatment strategies.

5760/424 Organization and Management of Developmental Counseling Programs . (3)

Prerequisite: PSYC 406/5600. Admission to the master's degree program.

Organization and management of the developmental model of counseling, programs within the school setting. Exposes student to the counseling curriculum, individual planning, responsive services, consultation theory, needs assessment, and program and system support. Applications to urban setting and special populations.

5790/431 Pre-Practicum Counseling Laboratory . (3)

Prerequisite: PSYC 5600/406 or 5610/411; 5660, 5650/414, 5640/416, and accepted as candidate for clinical courses. Completion of all pre-candidacy courses in the program and written application submitted by appropriate deadline.

Clinical laboratory experience with actual clients and live and videotaped supervision in techniques of counseling/psychotherapy.

5800/429 Research Statistics and Program Evaluation . (3)

Prerequisite: PSYC 2080/231 or 4190/357, or equivalent basic statistics course. Admission to the master's degree program.

Study of research methods, both qualitative and quantitative computer programs for data management and testing; application of program evaluation principles; legal and ethical considerations in research and programs.

5810/436 Theories and Practices of Substance Abuse Counseling. (3)

Prerequisite: PSYC 5611 or 5610/411

The assessment, etiology, description, understanding, and treatment of addictions. Addresses prevention, education, dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis and treatment in multicultural populations. Evidence-based individual and group interventions will be studied.

5815/428 Counseling Special Populations. (3)

Prerequisite: PSYC 5650/414 and 5640/416.

Admission to the master's degree program.

Seminar course focusing on issues encountered by school and community counselors. Issues include, but are not limited to, substance abuse, sexuality, single parent and blended families, bilingual children, and clients with physical or mental disabilities.

5820/442 Case Management in School Counseling. (3)

Prerequisite: PSYC 5600/406 or 5610/411, or concurrent enrollment in the same.

Basic concepts of special educational law, assessment, classification, and the development of Individual Educational Plans through multidisciplinary staffings involving parents, students, and school professionals. Emphasis on the practice of effective case management which maximizes learning through appropriate special education procedures, counseling, school programs, and communication with parents of exceptional children.

5830/445 Advanced Educational Psychology.(3)

Prerequisite: PSYC 2000/217 and 2020/206; or either 217 or 2040/204, and 2020/206.

A seminar in the critical analysis of educational theories, instructional techniques and implementation in learning experiences, including measurement, evaluation and applications in the educational setting.

5840/455 Advanced Psychopathology. (3)

Prerequisite: PSYC 5600/406 or 5610/411, or concurrent enrollment in the same.

The assessment, etiology, description, understanding, and treatment of psychological disorders. Included in the study are schizophrenia, affective and anxiety disorders, substance abuse/dependency, personality disorders, disorders of childhood and adolescence as well as other disorders in the DSM-IV and issues related to diagnosis and treatment in multicultural populations.

5850/459 Special Topics in Counseling. (3)

Seminar focusing on a specific topic in counseling. The exact topic will vary from semester to semester.

May be repeated with a different topic. (Maximum of six hours.)

5860/465 Counseling Children and Adolescents. (3)

Prerequisite: PSYC 5650/414, 5640/416, or consent of the department.

Overview of theories and techniques in child/adolescent counseling in experiential and didactic format. Utilizes play media to facilitate expression, self-understanding, personal growth and development. Includes observation and supervised experiences. Additional course fee.

5890/479 Independent Study in Counseling (3)

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

Independent and/or group studies, relating to student's special interests or programs. Hours are to be arranged.

5930/427 Practicum in Group Counseling. (3)

Prerequisite: PSYC 5670/423. Admission to the master's degree program.

Supervised training in advanced techniques of group facilitation and group counseling in school and community agencies.

5950/434 Practicum In Counseling II. (3)

Prerequisite: Completion of PSYC 431/433, accepted as a candidate for clinical courses and written application during semester prior to enrollment. Admission to the master's degree program.

Supervised field placement in counseling/psychotherapy. Minimum of 100 hours of supervised experience required in field placement.

5910/437 Advanced Clinical Training-Substance Abuse (Practicum I) . (3)

Prerequisite: Master's degree in counseling(equivalent) and/or consent of the department. Admission to the master's degree program.

Supervised advanced clinical/skill techniques and applications of substance abuse therapy. Forty clock hours in field.

5920/438 Advanced Field Training Substance Abuse (Practicum II) . (3)

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

Supervised advanced field experience in selected substance abuse centers. Six to eight clock hours per week.

5990/490 Internship In School Counseling. (3 or 6)

Prerequisite: Completion of all required 5000-level courses, passing the Illinois Type 73 Certification Examination in School Counseling, and written application submitted by appropriate deadline.

Admission to the master's degree program OR the Type 73 Endorsement in School Counseling Certificate Program.

Supervised field placement in a school setting (K-12). May be taken for three credit hours indicating 300 hours of experience or six credit hours indicating 600 hours of experience. May be taken twice for three credit hours or once for six credit hours to fulfill the required six credit hours of internship.

5991/491 Internship In Community Counseling. (3 or 6)

Prerequisite: Completion of all required 5000-level courses and written application submitted by appropriate deadline. Admission to the master's degree program.

Supervised field placement in a community setting. May be taken for three credit hours requiring 300 hours of experience or six credit hours requiring 600 hours of experience. May be taken twice for three credit hours or once for six credit hours to fulfill the required six credit hours of internship.

5992/460 Thesis In Guidance and Counseling . (3-6)

Prerequisite: Completion of all required graduate courses and consent of the department. Admission to the master's degree program.

Supervised research and thesis in guidance and counseling as approved by the department. (May be taken in two semesters, with three hours per semester for up to six hours.)

Social Work

Department Chairperson and

Program Director: *Mikal N. Rasheed*

Field Education Director: *Nadine Harris Clark*

Graduate Faculty: *Judith Birgen, Troy*

Harden, Kimberly A. Mann, Yan D. Searcy,

Sherri F. Seyfried, Thomas Kenemore.

The Master's of Social Work (M.S.W.) program is designed to prepare graduates for advanced professional roles as social service workers, supervisors and administrators in educational settings as well as public and nonprofit human service organizations. Graduates are also prepared for doctoral study in social work and related fields.

The M.S.W. program is accredited by the Council on Social Work Education.

The curriculum utilizes a perspective that is family-centered and strengths based. It focuses on clinical practice with families and children, understanding the development and analysis of social policy, and designing and managing human service programs. Leadership and team building skills, cultural competency, as well as personal growth are integral educational components of the program.

The program emphasizes services to vulnerable, oppressed and marginalized populations. The program also emphasizes a commitment to diversity and social and economic justice.

General Requirements

The M.S.W. program requires completion of sixty (60) credit hours of study which includes a minimum of 12 credit hours of supervised field practica. The full-time program may be completed in two calendar years. The part-time program may be completed in three or four calendar years. All requirements for the degree must be completed within 4 years from the date of initial enrollment. The first 30 hours of the MSW program are required foundation courses.

Upon successful completion of the foundation, students may then choose from a concentration in the advanced curriculum. These options are: Family-Centered Direct Practice, Program Planning and Administration, and School Social Work. Students must maintain a 3.0 (B) average and receive a passing grade in field practicum in order to complete the program. It is also expected that students demonstrate a commitment to ethical social work practice as explicated in the N.A.S.W. Code of Ethics. The field work component of the M.S.W. program is an integral part of the student's educational experience. It provides opportunities for the development, integration and application of professional knowledge, skills, values and attitudes. Placements are made in a wide variety of human service settings in the public and private sectors. Students must complete 400 clock hours during the first year and 550 during their second year in the program. Students in the School Social Work concentration must complete 600 hours during their second year. Most placement requirements are met by 2 days per week for 4 semesters. Professional liability insurance is required for field registration and is provided by a group policy.

Admission

A graduate application, the M.S.W. supplement, official transcripts and the nonrefundable application fee must be received by the School of Graduate and Professional Studies by March 15th (fall admission only). All applicants for admission to the M.S.W. program must:

- Have a B.A. or B.S. degree from an accredited college or university.
- Have a broad liberal arts background (represented by course work in arts and humanities, history, science, mathematics, political science, economics, etc.) with a minimum of 12 hours of behavioral science.
- Have a cumulative undergraduate GPA of 3.0 on a 4.0 scale (calculated on the last 60 hours of undergraduate study). A limited number of applicants may be conditionally admitted with a GPA of 2.75. This exception may be granted to students who have been out of school for five or more years and have outstanding work experience in human services.
- Submit three letters of recommendation from educators and/or professionals who can describe potential for success in the field of social work.
- Submit a personal essay and participate in a departmental interview.

In addition :

- Course to enhance writing skills may be required as a condition of admission. Students who do not meet all of the requirements, but whose experience or achievements may warrant an exception may be invited for a personal interview to discuss admission and to explore options to strengthen their application. Due to limited class size, we are unable to accept all qualified applicants.

Admission to Advanced Standing

Graduates who have completed a B.S.W. degree from a C.S.W.E. accredited program within the four year period preceding their intended enrollment may apply for the advanced standing program. Advanced standing applicants may be exempt for up to 30 hours of foundation courses. Only social work courses with grades of B or better may be used for waivers or credit. Transcripts will be evaluated to determine courses that may be waived and/or used for credit. Accelerated students may complete the M.S.W. program in one calendar year full-time or two calendar years on a part-time basis. Advanced standing applicants will be invited for a personal interview to evaluate their plan of study. To qualify for advanced standing you must:

- Have earned a 3.0 GPA in the last 60 hours of undergraduate work

- Have a minimum GPA of 3.0 in social work courses

Transfer Credit

The M.S.W. program may accept a maximum of 30 semester hours of transfer credit for graduate courses completed with a grade of B or better from a C.S.W.E. accredited M.S.W. program. Credits must have been earned within four years prior to enrollment and the student must submit a letter of recommendation from the program and field director (if applicable) of the program. Students who have graduate credits in a related field may request transfer of up to six credit hours to meet their elective requirements; however, courses from an earned degree may not be used toward the M.S.W. degree. A maximum of six credit hours of courses taken in the CSU M.S.W. program as an at-large student may be transferred upon admission. A written request must be made to the Program Director for transfer credit and must be accompanied by the appropriate course syllabi. No academic credit is given for work or life experience.

Specific Requirements

Core Courses.....30 credit hours

SWK 5410/410, 5416/416, 5420/420, 5421/421, 5430/430, 5431/431, 5432/432, 5440/440, 5460/460, 5461/461.

Concentration Courses.....21 credit hours

Complete 21 hours in one concentration:

Family-Centered Direct Practice — SWK 5411/411, 5433/433, 5434/434, 5441/441, 5462/462, 5463/463, 5490/490

Program Planning and Administration — SWK 5411/411, 5441/441, 5451/451, 5452/452, 5462/462, 5463/463, 5490/490.

School Social Work – SWK 5411/411, 5441/441, 5462/462, 5463/463, 5471/471, 5472/472, 5490/490

Elective Courses.....9 credit hours

Select 9 hours of electives.

Those students in the School Social Work Concentration are required to take SED 5301/301G – Exceptional Child

Social Work (SWK)

Course Offerings

5409/409 Generalist Social Work Seminar. (3)

Prerequisite: Advanced Standing Admission to the Graduate Social Work Program.

Exposure to generalist social work practice framework, strengths perspective, and family centered orientation essential foundation for advanced curriculum.

5410/410 Social Welfare Policy I. (3)

Prerequisite: Admission to the MSW Program or consent of the department.

Historical/ philosophical analysis of social welfare policy and services and the role of the social work profession in its development. National and international social policy legislation and services will be discussed and evaluated within the context of economic, political, and social justice.

5411/411 Social Welfare Policy II . (3)

Prerequisite: SWK 5410/410 and admission to MSW program, or consent of the department.

An examination of the historical and contemporary impact of major social welfare policies and programs affecting the lives of families and children. Exploration and analysis of local, national and international policies, particularly related to their impact on the welfare of women.

5416/416 Diversity/Ethics: Social Work . (3)

Prerequisite: Admission to the M.S.W. program or consent of the department.

The history and contemporary life experiences of disadvantaged, marginalized and oppressed people are addressed. Theoretical knowledge and experiential awareness of oppression, prejudice and discrimination are analyzed as a contextual foundation for ethical and culturally competent practice with diverse, urban populations-at-risk. The NASW Code of Ethics serves as the framework for ethical analysis.

5420/420 Human Behavior I . (3)

Prerequisite: Admission to the M.S.W. program, or consent of the department.

Theory, research and practice that are inclusive of diverse urban populations-at-risk are presented and used in a life cycle approach to the study of the behavior of individuals, families, and groups and the impact of the social environment on human development.

5421/421 Human Behavior II . (3)

Prerequisite: SWK 5420/420 and admission to the M.S.W. program, or consent of the department.

The common mental disorders of adulthood and childhood are examined as social, cultural, biological, and psychological phenomena. An ecological framework is used to examine health and pathology within the context of a strengths-based perspective.

5430/430 Social Work Practice I: Integrated Methods . (3)

Prerequisite or co-requisite: SWK 5420/420 and admission to the M.S.W. program or consent of the department; concurrent enrollment in SWK 5460/460. Emphasis on the theories and skills for assessment and intervention which address behavioral, emotional, and situational problems of diverse populations at

risk. Primary focus on individuals, families and groups.

5431/431 Social Work Practice II: Community Practice . (3)

Prerequisite or co-requisite: SWK 5430/430.

Admission to the M.S.W. program or consent of the department.

Emphasis on professional social work practice in urban communities. Analysis of the structure, function and politics of communities, social agencies and other community institutions; strategies to facilitate community development and change are discussed. Development of community resources to empower diverse families and children are presented.

5432/432 Family Support And Development (3)

Prerequisite or co-requisite: SWK 5421/421; concurrent enrollment in SWK 5461/461.

Focus on understanding diverse family structures, strengths, and the barriers to optimal family development. Study of family treatment models that address disruption in normal family functioning.

5433/433 Family Centered Intervention. (3)

Prerequisite: SWK 5432/432. Concurrent enrollment in SWK 5462/462; admission to the Advanced Direct Practice Concentration, or consent of department.

Development of advanced clinical intervention skills to enhance the functioning of families and children. Emphasizes utilization of natural supports, early intervention, and prevention models that are culturally sensitive and empowering.

5434/434 System Intervention For Families And Children. (3)

Prerequisite: SWK 5433/433; concurrent enrollment in SWK 5463/463; admission to the Advanced Direct Practice Concentration.

Emphasis on assertive interventions and services to safeguard the welfare and development of children separated or in jeopardy of temporary or permanent separation from family. Develop advocacy skills to empower children and parents to access and cope with the limitations of the institutions that serve them.

5440/440 Social Work Research Methods I . (3)

Prerequisite or co-requisite: SWK 5420/420 and admission to the M.S.W. program, or consent of the department.

Development of skills to conduct research pertinent to social work. Emphasis on research design, ethics, sampling and data collection. Analysis of past and current social work research.

5441/441 Social Work Research Methods II. (3)

Prerequisite: SWK 5440/440. Admission to the M.S.W. program or consent of the department.

Advanced study of qualitative and quantitative research methods and data analysis. Emphasis on survey design, statistical analysis, ethnographic

research, grounded theory, focus group strategies, and research interviewing techniques.

5450/450 Organizational Dynamics. (3)

Prerequisite or co-requisite: SWK 5431/431 and completion of Foundation requirements.

Theoretical models applicable to the analysis of group behavior and organizational culture in human service organizations. Development of skills to understand and enhance communication, staff functioning, and approaches to service delivery. Strategies for change will be explored.

5451/451 Program Planning In Human Services. (3)

Prerequisite: SWK 5432/432; concurrent enrollment in SWK 5462/462; admission to the Advanced Administration & Planning concentration.

Planning theory and processes including problem analysis, program design, assessment and evaluation. Proposal and grant writing, funding strategies and evaluation technologies are included.

5452/452 Human Services Administration . (3)

Prerequisite: SWK 5451/451; concurrent enrollment in SWK 5463/463; admission to the Advanced Administration and Planning Concentration.

Advanced knowledge and skills utilized in administration of human services. Emphasis on organizational effectiveness, administrative roles and processes. Course examines ethical and pragmatic dilemmas in managing services within the context of political and social change.

5453/453 Progressive Social Work Practice. (3)

Prerequisites: SWK 5430/430, 5434/434; or consent of the department.

A progressive, critical/structural framework utilized to guide practice, focused on interfacing levels of oppression, including individual, interpersonal, cultural, structural, and political, and facilitating empowerment. Social justice issues are incorporated in relation to class, gender, racism, sexual orientation, ethnicity, religious perspectives, and other practice concerns.

5454/454 Social Work Practice With Males. (3)

Prerequisite: SWK 5730/430

Provides the knowledge base for Social Work Assessment and intervention with the male client; assumes that the experience of gender is mediated through particular social, political, historical, and cultural symbols which influence psychosocial development, which shape and contextualize men's experience.

5455/455 Social Work Practice With Couples . (3)

Prerequisite: SWK 5730/430

Provides students with a broader in-depth understanding and development of skills for assessing and intervening with couples.

Knowledge and skills gained will enable students to develop a more integrated approach to work with couples across a wide range of functioning levels and in diverse contexts.

5456/456 Social Work Practice With Addiction. (3)

Prerequisites: SWK 5410/410, 5420/420, 5730/430

Provides knowledge of multi-causal nature of substance abuse and addictions and develops practice skills; special emphasis on families impacted by addictions, including risk and resilience factors; development of strengths-based intervention strategies with culturally diverse populations, and in diverse service settings; reviews relevant public policy.

5460/460 Field Practicum I . (3)

Prerequisite: Concurrent enrollment in SWK 5430/430 and consent of field supervisor.

First of four-semester sequence. Supervised field placements of 200 clock hours in community-based settings; includes an integrative seminar. Liability insurance is required. \$15 dollar fee for insurance is subject to change.

5461/461 Field Practicum II. (3)

Prerequisite: SWK 5460/460. Co-requisite: SWK 5432/432 and consent of field supervisor.

Second of a four-semester sequence. Supervised field placements of 200 clock hours in community based settings. Includes an integrative seminar. Liability insurance is required. \$15 course fee for insurance subject to change.

5462/462 Field Practicum III. (3)

Prerequisite: SWK 5461/461 and consent of Field Supervisor; concurrent enrollment in SWK 5433/433 if in the Advanced Direct Practice Concentration; SWK 5451/451 if in the Advanced Administration and Planning Concentration; SWK 5471/471 if in the Advanced School Social Work Concentration.

Third of a four-semester sequence. Supervised field placements of 275 clock hours in community-based settings. Includes an integrative seminar. Liability insurance is required. \$15 course fee for insurance subject to change.

5463/463 Field Practicum IV. (3)

Prerequisite: SWK 5462/462 and consent of Field Director; concurrent enrollment in one of the following: SWK 5434/434 if in the Advanced Direct Practice Concentration; SWK 5452/452 if in the Advanced Program Planning and Administration Concentration; SWK 5472/472 if in the Advanced School Social Work Concentration.

Fourth of a four-semester sequence. Supervised field placements of 275 clock hours in community based settings. Includes an integrative seminar. Liability insurance is required. \$15 course fee for insurance subject to change.

5464/464 Post-Msw School Social Work Field. (3)

Prerequisites: Admissions to the Post-MSW Type 73 Certificate Program; Concurrent enrollment in SWK 5474/474.

Field course provides MSW graduates with a 300 Clock Hours field instruction experience within a public school setting. Students develop specialized practice knowledge and skills necessary for family-centered practice within urban school settings.

5471/471 Advanced Social Work Practice I . (3)

Prerequisites: Admission to the Advanced School Social Work Concentration; and successful completion of the ISBE Test of Basic Skills; prerequisite or co-requisite: SWK 5432/432; concurrent enrollment in SWK 5462/462.

Advanced knowledge and skills in assessment, advocacy, and schoolbased interventions; designed to prepare social workers for culturally competent, empirically grounded practice with children and their families in urban community school settings.

5472/472 Advanced School Social Work Practice II . (3)

Prerequisite: or co-requisite: SWK 5471/471; concurrent enrollment in SWK 5474/474; admission to the Advanced School Social Work Concentration; and successful completion of the ISBE Test of Basic Skills.

Utilizing ecological and family-centered perspectives, this advanced practice course emphasizes knowledge, values and skills needed for implementing school social work services within and between the urban school, family, and community contexts.

5473/473 Integrative School Social Work Seminar. (3)

Prerequisite: Admission to the Post-MSW Type 73 Certificate Program.

Policy and practice within school settings for experienced MSW graduates; required for Type 73 School Social Work certification.

5474/474 Advanced Integrative School Social Work Seminar. (3)

Prerequisites: Admission to the Post-MSW Type 73 Certificate Program; successful completion of the Illinois Test of Basic Skills; concurrent enrollment in SWK 5453/453, or departmental approval.

Examines practice skills and knowledge, policy and research for practice within urban school settings; partially fulfills coursework requirements to obtain the Illinois Type 73 certificate for school personnel.

5480/480 Children And The Law. (3)

Prerequisite or co-requisite: SWK 5411/411

The law, the judicial system, and the influence of racial, ethnic, and economic prejudice on decisions affecting children and families. Includes the social worker's role in issues such as divorce, child custody, support and children's rights. Confidentiality, course preparation, and malpractice are emphasized.

5481/481 Supervision In Human Services Administration. (3)

Prerequisite: SWK 5430/430.

Educational, administrative, and developmental models of supervision and the diverse role of supervisor/supervisee in creating and maintaining a positive and effective organizational climate.

5482/482 Trauma In Childhood. (3)

Prerequisite or co-requisite: SWK 5421/421.

Focus on children exposed to violence or trauma. Systemic, ethnocultural factors and the roles and resources of the family will guide development of expertise in assessment and intervention. Practice models selected for study reflect multi-system, culturally competent, family-centered interventions.

5483/483 Spirituality And Social Work. (3)

Prerequisites or co-requisites: SWK 5420/420 and 5430/430.

Exploration of the concept of spirituality and its distinctions from religion in social work practice. A framework for increasing knowledge of diverse spiritual traditions, developing of spiritually sensitive practice interventions and clarification of values will be examined.

5484/484 Advanced Practice With Children And Adolescents. (3)

Prerequisites or Co-requisites: SWK 5421/421 & SWK 5432/432

Focus on using relational and cognitive theory for differential assessment and intervention methods using therapeutic games, play approaches, family and community collaborations, and group methods. Skills in culturally competent engagement and therapeutic interviewing will be emphasized.

5489/489 Special Topics In Social Work . (3)

Prerequisite: Second year standing or consent of department

Intensive study of a topic in social work. May be repeated under different topics for up to 9 hours of credit.

5490/490 Capstone Seminar. (3)

Concurrent enrollment in: SWK 5463/463 or 5474/474 and one of the following: SWK 5434/434 if in the Advanced Direct Practice Concentration; SWK 5452/452 if in the Advanced Planning and Administration Concentration; SWK 5472/472 if in the Advanced School Social Work Concentration.

An integrative seminar that reviews and critiques knowledge and experiences of the curriculum relative to preparation for professional practice. A substantive integrative paper and professional presentation will prepare students for entry into the workplace.

5495/495 Independent Study In Social Work . (1-4)

Prerequisite: Consent of the department.

Self-directed study of social work topics with selected faculty.

College of Arts & Sciences

Graduate Courses

These courses may be used to meet degree requirements in various programs with prior approval of the department administering the degree program.

Anthropology (ANTH)

5120/301 Culture and Personality . (3)

Prerequisite: ANTH 1010/101 or equivalent
Personality in different cultures. Change from infancy through old age.

5160/320 Latinos in the United States. (3)

Prerequisite: ANTH 1010/101 or consent of the instructor.

The course traces the increasing impact of Hispanic, Afro-Hispanic, and Indo-Hispanic groups in what is now the United States from colonial times to the present.

5230/323 Aging Across Cultures . (3)

Prerequisite: SOC 1010/101 or consent of department, and successful completion of the qualifying examinations in English and reading or equivalent.

The experience of aging in cross-cultural contexts: age sets, the roles of elders, care of the aged, gender and aging, and age-related mental changes. Stresses the role of culture in shaping attitudes toward aging and the elderly.

5250/325 Medical Anthropology. (3)

Prerequisite: ANTH 1010/101 or 1020/102 or consent of the department.

Explores the relationships between cultural factors and illness and examines the crosscultural similarities and differences in the ways in which people cope with health problems.

5900/399 Independent Study in Anthropology. (1-3)

Prerequisite: Consent of the department.

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

Art and Design (ART)

5662/362 Foundations of Art Education . (3)

Prerequisite: Admission to the College of Education, ELCF 5500/353 and READ 5100/306 (or concurrent enrollment in ELCF 5500/353 and READ 5100/306) and consent of department.

Theoretical and philosophical foundations of teaching art in grades K-12, including contemporary theory and practice in art education.

5664/364 Teaching Art in Elementary and Secondary Schools/Field. (3)

Prerequisites: ART 5662/362; corequisite: CAS 2630/363

Developing skills in designing comprehensive art curriculum teaching art production, art history, art criticism, and aesthetics in grades K-12. 60 clock hours of field experience. Additional course fee.

5950/393 Portfolio Preparation /Lecture and Studio /6. (3)

Prerequisite: Consent of the instructor.

For advanced art students entering the work world. Students will prepare a portfolio consisting of already completed work, revised assignments, and new projects. Presentation techniques will be stressed, culminating in participation in a graduating senior exhibit. Course fees.

5099/398 Advanced Independent Study / Lecture and Studio /6 . (3)

Prerequisite: Consent of the instructor.

Independent concentrated study where students research and develop individual projects in studio art or art history. (May be repeated.)

Chemistry (CHEM)

Note : An additional pre-requisite for all 300-level chemistry courses is the successful completion of the English qualifying exam.

5000/300 Physical Chemistry I /4 . (3)

Prerequisite: PHYS 1520/152; CHEM 5302/302; MATH 1400/209 or 1420/262.

Gas behavior, kinetic molecular theory, thermodynamics, statistical thermodynamics and liquids; applications to biological systems(credit may not be earned in both CHEM 5000/300 and 3010/304).

5302/302 Biochemistry I /Lecture and Laboratory /6. (4)

Prerequisite: CHEM 2510/254.

Chemical constituents of living matter. Function and transformation of chemical substances in biological systems. Chemical and energy changes.

5313/313 Biochemistry II. (3)

Prerequisite: CHEM 5302/302 or equivalent.

Successful completion of English qualifying examination or consent of the department.

Continuation and extension of CHEM 5302/302.

Bioenergetics, photosynthesis, anabolic processes including nitrogen fixation, macromolecular systems, molecular genetics, genetic engineering theory and techniques. Current topics from the biochemical literature.

5200/330G Microscopic Physical Chemistry. (3)

Prerequisites: CHEM 3020/302; PHYS 1520/152 or 2220/222; MATH 1420/262 or 1400/209 or equivalent; consent of department; successful completion of EQE or consent of department.

Introduction to the chemical applications of quantum mechanics, atomic and molecular structure, and

spectroscopy with an emphasis on problems of biological interest. Credit will not be given for both CHEM 5200/330 and CHEM 4000/300.

5335/335 Seminar in Research. (1)

Prerequisite: 16 credit hours in physical or biological sciences, successful completion of the English qualifying Examination and consent of the instructor. Instruction in critical reading and understanding of current research literature in the chemical and biological sciences. Utilization of current literature to prepare and carry out a scientifically accurate presentation (publication or meeting talk) of data and results from research endeavors.

5250/340 Macroscopic Physical Chemistry . (3)

Prerequisites: CHEM 5302/302; PHYS 1520/152 or 2220/22; MATH 1420/262 or 1400/209 or equivalent; Successful completion of EQE; and consent of department.

Introduction to the chemical applications of gas behavior, thermodynamics, phase equilibria, kinetics, and statistical thermodynamics with an emphasis on problems of biological interest.

5700/370 Graduate Research . (2-6)

Prerequisites: Must be a graduate student in biology; Permission of faculty sponsor and the graduate advisor; degree candidacy.

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

5398/398 Selected Topics in Chemistry. (1-9)

Prerequisite: Consent of the department.

Topics of current interest in chemistry. Course may be repeated under different topics for a maximum of nine hours.

Chinese (CHIN)

5220/305 Readings in Contemporary Chinese Literature. (3)

Prerequisites: Chinese 1020/202 or consent of department. Study of contemporary Chinese literature through reading, /Lecture, and discussions.

5230/306 Chinese Films. (3)

Prerequisite: Chinese 1020/202 or consent of department.

Examination of Chinese history, politics, and culture through film.

5240/307 Readings in Classical Chinese Literature. (3)

Prerequisites: Intermediate Chinese 1020/202 or consent of department.

Study of classical Chinese literature through reading, /Lectures, and discussions.

5250/308 Chinese in the U.S.. (3)

Prerequisites: Intermediate Chinese II or consent of the department.

Study of the history and development of the Chinese in the U.S. in the area of literature, language, and culture.

5900/390 Special Topics in Chinese Studies . (3-6)

Prerequisites: Chinese 1020/202 or consent of department.

Special topics dealing with literature, culture, language, or foreign language methodology. May be repeated for a total of six credit hours.

5920/392 Advanced Chinese Seminar . (3)

Prerequisites: Chinese 202 or consent of department.

Review of language usage, cultural concepts, literature, and principles for foreign language teaching. Major project required.

Communications, Media Arts, and Theatre (CMAT)

5300/300 Broadcast Management and Programming. (3)

Prerequisite: Consent of the department.

Theory and practice in radio and television management and programming. Analytical and applied projects relating to current programs and the development of new program material.

5302/302 On Camera Performance /Lecture and Laboratory /6 . (3)

Prerequisite: CMAT 2110/211 and 2550/255 or consent if department.

Study of theory and techniques for television and film performance in cooperation with directing classes. Additional course fee.

5304/304 Organizational Communication . (3)

Prerequisite: Completion of English Qualifying Examination and Reading Proficiency Examination.

An introductory survey of the major theories and concepts which attempt to explain the nature of message sending (verbal and nonverbal) within complex systems.

5305/305 Nonverbal Elements In Interpersonal Communication. (3)

Prerequisite: Completion of English Qualifying Examination and Reading Qualifying Examination.

Survey of the major theories and concepts which attempt to explain the nature of communication which is not transmitted by verbal symbols.

5306/306 Practicum in Broadcasting /6/. (3)

Prerequisite: Consent of the department.

Additional production experience in conjunction with university related broadcasts. Additional lab Fee.

5307/307 Broadcasting Internship. (3-12)

Prerequisite: Consent of the department.

Qualified broadcasting majors may be recommended for one of the limited number of unpaid internships available in the community.

5310/310 Dynamics of Persuasion . (3)

Prerequisite: Successful completion of English Qualifying Examination and Reading Qualifying Examination.

An in-depth study of the process of persuasion including an examination of the following concepts:

the nature of attitudes, attitude change, source credibility, order of presentation, and group affiliation.

5312/312 Creative Dramatics . (3)

Techniques for guiding children in creative dramatics. Emphasis on practical application for classroom use.

5314/314 World Theater History and Literature. (3)

Prerequisite: Consent of the department.

A survey of theater history and theater literature of various cultures.

5315/315 Advanced Speech. (3)

Prerequisite: CMAT 2030/203 or consent of the department.

Advanced theory and practice in public speaking.

5322/322 Studies in Playwriting. (3)

Prerequisites: Completion of English Qualifying Examination and Reading Qualifying Examination

Intensive theory and practice of writing for the stage.

5323/323 Writing For Television. (3)

Prerequisites: Completion of English Qualifying Examination and Reading Qualifying Examination.

Principles of writing fiction for television, including analysis of different program formats and structures. Practicum will involve taking an idea through the initial treatment stage to a complete script.

5324/324 Writing the Screenplay. (3)

Prerequisites: Completion of English Qualifying Examination and Reading Qualifying Examination.

Fundamentals of story and script structure for the feature film script. Concepts and skills taught include plot, development, characterization and dialog writing. Lab Fee.

5326/326 Broadcast Journalism. (3)

Prerequisite: Consent of department.

Practice in writing, production, and editing of news segments for radio and television. Additional lab fee.

5345/345 Special Topics in Communication. (3)

Prerequisite: Consent of the department.

Intensive study of a selected subject in communications.

5350/350 Theater Workshop. (3)

Basic techniques, theory and practice linked with theater production. Lab Fee.

5352/352 Digital Advanced Field Production / Lecture and Laboratory /6/ . (3)

Prerequisite: CMAT 2070/207 and 2080/208.

Practicum in the theory, principles, and techniques of digital single camera portable video production and editing. Additional course fee.

5360/360 Stage Direction . (3)

Prerequisite: Consent of the department.

Study of the theory, principles, and techniques of the director's art. Laboratory exercises included.

5365/365 Advanced Project /Lecture and Laboratory /6/ . (3)

Prerequisite: Completion of English Qualifying Examination and Reading Qualifying Examination or consent of the department.

The final project may be in the areas of television, radio and film. Combinations are acceptable and may include the theater and other aspects of mass communication. Students must demonstrate competence in a combination of the following areas: production, writing, programming, management or criticism. Additional course fee.

5367/367 Advanced Audio Production Lecture and Laboratory /6/ (3)

Prerequisite: CMAT 2120/212 or consent of the department.

Advanced experiences in fundamentals of recording; multitrack and live-mix formats. Lab Fee.

5368/368 New Technologies in Communication. (3)

Prerequisite: Consent of the department.

Study of technological development of broadcasting media and its implications for programming and the production process.

5373/373 Advanced Scriptwriting . (3)

Prerequisites: CMAT 5323/323 or 5324/324.

Advanced seminar in scriptwriting, including scene analysis, story deconstruction and principles of rewriting. Additional course fee.

5399/399 Independent Study in Speech. (3)

Prerequisite: Proposal approved by the department.

Selected studies and projects in speech, theater, and broadcasting. May be taken twice for credit.

Economics (ECON)

5010/301 Economic Development . (3)

Prerequisite: ECON 1010/101, or GEOG 2230/204, or consent of the department.

Economic planning and programs in underdeveloped countries.

5030/310 Urban Economics. (3)

Prerequisite: ECON 1020/102, or GEOG 2230/204, or consent of the department.

Urban economic theory: location, central place, land use, and urban public finance.

5040/369 Urban Economic Problems and Policies . (3)

Prerequisite: ECON 1020/102 or GEOG 2230/204 or consent of the department.

Urban growth, causal factors and recent trends. Land use theory. Major urban economic issues; housing, poverty, transportation and pollution. Federal, state and local government finance.

5300/430 Seminar in Economics. (3)

Prerequisite: Consent of the department.

Selected topics in economics including international trade, urban economics, public finance and environmental economics. (May be repeated for a maximum of nine credit hours.)

5110/448 Seminar in Economic Development. (3)

Prerequisite: ECON 1010/101, or GEOG 2230/204, or consent of the department.

Analysis of selected topics in economic geography, including industrial, transportation, location processes, and community economic development. May be repeated for a maximum of nine credit hours including GEOG 5320/448 under different topics. (Same as GEOG 5320/448.)

Foreign Languages and Literatures (FL&L)

5000/300 Topics in Foreign Language Methods in Elementary School (K-8). (3)

Prerequisite: Eighteen hours of previous language study and admission to the College of Education. Methods, techniques, and materials for teaching foreign languages in elementary schools. May include elementary classroom observations. May be repeated under different topics for a total of 6 hours.

5310/310 Intercultural Communication . (3)

Prerequisite: Consent of the department.

Major concepts and issues pertaining to communicating across cultural boundaries.

5200/320 Hispanic Literature in the U.S.. (3)

Study of writings by United States Hispanic authors. Credit not given for both SPAN 320/G and FL&L 320/G.

French (FREN)

5302/302 Francophone Literatures and Cultures of the Americas. (3)

Prerequisites: Advanced French 202 or consent of the department.

Selected readings of French Canadian literature and the literatures of the French Antilles.

5303/303 Francophone Black African Literature & Film. (3)

Prerequisites: Advanced French 202

Study of colonial and post colonial African literature and film of French expression.

5304/304 Francophone Literature and Film of the Maghreb . (3)

Prerequisites: Advanced French 202.

Study of colonial and postcolonial literature and film of French expression from the Maghreb.

5305/305 Teaching French Literature and Culture. (3)

Prerequisites: Admission to the College of Education or returning teacher.

Methodologies for the integration of language, literature, and culture in the foreign language classroom and techniques for teaching.

5306/306 Children's Literature in French. (3)

Prerequisites: Advanced composition or consent of the department.

Selected readings of children's literature from the French speaking world.

5307/307 Teaching Reading & Writing Skills in French. (3)

Prerequisites: Admission to the College of Education and advanced French level.

Methodologies and techniques for the development of reading and writing skills in the French classroom K-2.

5308/308 French Cinema. (3)

Prerequisites: Advanced French 202 or consent of the department.

An introduction to the study of film and an in-depth chronological survey of the art of French cinema.

5309/309 History of French Art. (3)

Prerequisites: Advanced French level or consent of the department.

Study of the major artists, styles, and movements in French art from the 1500s to modern times. Teaching modules will also be developed by teaching candidates.

5140/314 Topics in Literature in the French Language . (3)

Prerequisite: FREN 152 or consent of the department.

Study of writings in French from various countries. May be repeated twice for credit.

Physical Science

5980/398 Selected Topics in Physical Science. (1-9)

An exploration of both content specific and pedagogical topics for elementary and high school teachers in physical science. May be repeated under different topics for a maximum total of nine credit hours.

Physics (PHY S)

5980/398 Selected Topics in Physics. (1-9)

Prerequisite: Consent of the department.

Topics of current interest in physics. Course may be repeated under different topics for a maximum of six hours.

Physiology (PSLY)

5210/321 Comparative Animal Physiology. (3)

Prerequisite: ZOOL 2040/204 and CHEM 2510/254.

The physiological and biochemical diversity of animals. Emphasis on the physiological mechanisms involved in adaptation to habitat.

5330/333 Physiological Control Mechanisms Lecture and Laboratory /6/ . (4)

Prerequisite: PSLY 2040/204 or equivalent

Endocrine and nervous control mechanisms. An analysis of glandular and central nervous system functioning as they relate to normal body physiology and behavior patterns. *Note :* All graduate students are eligible to enroll for 400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5700/407 Cell Physiology. (3)

Prerequisite: Two semesters of organic chemistry.

Physical, chemical, and mathematical interpretation of basic life processes at the cellular level. Multicellular development and integration.

5200/420 Comparative Cellular Neurophysiology /Lecture and Laboratory /4/ . (4)

Prerequisite: PSLY 2040/204.

Survey of the animal nervous systems used in the formulation of current theories of nerve physiology from a historical and experimental perspective. Cellular approach to the nervous system, including synaptic biophysics, nerve anatomy, and nervous integration. Credit will not be given for both 4200/320 and 5200/420.

5035/435 Homeostatic Mechanisms/ Advanced Human Physiology. (4)

Prerequisite: Physiology 2040/204.

Examination of the contributions of the respiratory, renal and cardiovascular systems in the maintenance of homeostasis of the internal environment. Credit will not be given for both Physiology 335 and Physiology 435.

5600/460 Selected Topics in Physiology. (1-4)

Prerequisite: Consent of the department.

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

Sociology (SOC)

5450/345 Community Organizing. (3)

Prerequisites: SOC 101, or consent of department.

Techniques, practice, and theories of community organizing; focus on diverse communities facing conditions of social, economic, and/or political decline.

5550/332 Child Welfare Organization and Policy. (3)

Prerequisites: Admission to MSW program or consent of department.

Principles and policies relating to child welfare services with emphasis on children in poverty.

5580/359 Social Work With the Aged. (3)

Prerequisites: SOC 1010/101 and 2500/235.

Successful completion of Reading and English Qualifying Examinations.

Preparation for direct social work practice with vulnerable elderly. Assessment and intervention strategies emphasized. Credit not given for SOC 260 and SOC 5580/359.

Spanish (SPAN)

5140/314 Topics in Spanish/Spanish American Literature/ Culture/ Methodology/Linguistics. (3)

Specific topics dealing with literature, culture, language, or foreign language methodology. Required field hours. May be repeated for a total of six credit hours.

5170/317 Introduction to Spanish Phonetics and Linguistics. (3)

Prerequisite: SPAN 3010/201 or 3020/202 or consent of department.

Study of the Spanish phonetic system and analysis of the syntax, the morphology and the semantics of Spanish. Contrast between the phonetics of English and Spanish and between the grammars of English and Spanish.

5410/341 Medieval Spanish Literature to 1500 . (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Spanish literature from its beginnings to the Renaissance. Oral and written reports.

5420/342 Spanish Literature of the Golden Age: 16TH and 17th Centuries. (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Spanish poetry and prose and/or drama from the Renaissance to the Baroque. Oral and written reports.

5430/343 Spanish Literatures of the 18th & 19th Centuries . (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Spanish poetry, prose and/or drama from the Enlightenment to the Generation of 1898. Oral and written reports.

5440/344 Spanish Literature of the 20th Century to the Present. (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Spanish poetry, prose and/or drama since the Generation of 1898. Oral and written reports.

5450/345 Spanish Film. (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Survey of major Peninsular films. Discussion of theory and themes with screenings of representative works. Oral and written reports.

5610/361 Pre-Columbian & Colonial Literature. (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Latin American literature and culture from its beginnings through the Colonial period. Oral and written reports.

5620/362 Latin American Literature: From the Independence Through Modernism. (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Nineteenth Century Latin American literature and culture, including poetry, prose, and drama. Oral and written reports.

5630/364 Latin American Literature: Modernism to the Boom. (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Twentieth Century Latin American literature and culture, including poetry, prose, and drama. Oral and written reports.

5640/365 Latin American Literature: Boom and Post Boom . (3)

Prerequisites: SPAN 3010/201 or 3020/202, or the consent of the department.

Latin American Literature and culture since 1961, including poetry, prose, and drama. Oral and written reports.

5650/366 Latin American Film . (3)

Prerequisites: SPAN 201 or 202, or the consent of the department.

Survey of Latin American films. Discussion on theory and themes with screenings of representative works. Oral and written reports.

5101/401 Helping Hispanic Families . (3)

Prerequisite: Admission into the Graduate Counseling Program.

Historical background of major Hispanic groups in the U.S. Key concepts such as the roles of family in Hispanic and dominant cultures. Spanish vocabulary essential to the counseling profession.

5320/320G Hispanic Literature of the U.S.. (3-9)

Prerequisite: Span 3020/202 or graduate status.
Study of writings by United States Hispanic authors. Topics may vary to emphasize specific genres and/or nationalities and/or themes. May be repeated three times under different topics for a total of 9 credit hours.

5421 Topics in Interdisciplinary Studies in Spanish. (3)

Prerequisite: Consent of Department
Selected topics from different disciplinary perspectives. Can be repeated for a total of 6 hours with different topics.

Study Abroad (SAB)

5720/372 Advanced Study Abroad: Special Topics. (3)

Prerequisite: Junior, senior, or graduate status. Good academic standing and consent of the department.
Historical topics related to an approved university study abroad program. To be completed prior to participation in the study abroad program. May be repeated under different topics for a total of 6 credit hours. Cross-listed as HIST 372.

5730/373 Study Abroad: Advanced Research in History I . (1-6)

Prerequisites: Junior, senior, or graduate status. Good academic standing and consent of department.
Coursework undertaken as part of an approved university study abroad program. May be repeated to a maximum of 12 credit hours.
Cross-listed as HIST 373.

5740/374 Study Abroad: Advanced Research in History II . (1-6)

Prerequisites: Junior, senior , or graduate status. Good academic standing and consent of department.
Coursework undertaken as part of an approved university study abroad program. May be repeated to a maximum of 12 credit hours.
Cross-listed as HIST 374.

5980/398 Study Abroad – College of Education . (0-16)

Prerequisite: One year of residence at CSU, good academic standing, prior approval by the major department and by the college.
Coursework undertaken as part of an approved university study abroad program. Coursework to be completed abroad must be approved in advance by department. May be repeated for a maximum of 32 credit hours.

5990/399 Study Abroad – College of Arts and Sciences. (0-16)

Prerequisite: One year of residence at CSU, good academic standing, prior approval by the major department and by the college.
Coursework undertaken as part of an approved university study abroad program. Coursework to be completed abroad must be approved in advance by department. May be repeated for a maximum of 32 credit hours.

ZOOLOGY (ZOO))

440 Selected Topics in Zoology . (1-4)

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

COLLEGE OF EDUCATION

INTERIM DEAN

Dr. Lisa C. Pesavento

ASSOCIATE DEAN

Dr. Cynthia K. Valenciano

The Mission

The mission of the College of Education is to serve as the unit with major responsibility for developing, implementing and administering the university's programs and activities related to professional education in the Colleges of Education and Arts and Sciences. The College of Education comprises the departments and offices of: Educational Leadership, Curriculum, and Foundations (ELCF); Health, Physical Education, and Recreation (HPER); Reading, Elementary Education, Library Information and Media

Studies (REEL); Special Education, Early Childhood, and Bilingual Education (SEB); Technology and Education (T&ED); the Center for Integrating Technology and Education (CITE); National Board Resource Center (NBRC); Office of Field Placement (OFP); Office of Teacher Certification (OTC); and the Teachers' Writing and Resource Center (TWRC).

The mission of the College includes the following broad purposes: to prepare education personnel (1) to serve in educational organizations and related public and private agencies and institutions; (2) to engage in research and development activities; and (3) to provide service to the community, university, and professional groups. Its primary purpose is to provide initial and advanced teacher and school personnel programs. Programs are designed to reflect the College's philosophy of preparing teachers and other educational personnel who are: knowledgeable and competent practitioners, dedicated to serving the educational needs of students of widely varying abilities and backgrounds, and responsible participants in the quest for

the improvement of the nation's schools and the teaching profession.

The College of Education is accredited by: the National Council for Accreditation of Teacher Education (NCATE). Undergraduate programs that meet the NCATE approved guidelines of their specialty organization include: Bilingual and Elementary Education (Association for Childhood Education International-ACEI), Middle School Education (National Middle School Association-NMSA), Early Childhood Education (National Association for the Education of Young Children-NAEYC), Health, Physical Education and Recreation (American Alliance of Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education—AAHPERD/NASPE), Secondary Biology, Chemistry and Physics (National Science Teachers Association-NSTA), Secondary English (National Council of Teachers of English-NCTE), Secondary Mathematics (National Council of Teachers of Mathematics-NCTM), Special Education (Council for Exceptional Children-CEC), and Technology Education (International Technology Education Association/Council on Technology Teacher Education-ITEA/CTTE).

All teacher education programs are approved for certification by the Illinois State Board of Education (ISBE).

CONCEPTUAL FRAMEWORK

The programs in the College of Education prepare teachers, counselors, administrators, and other educational personnel to succeed in an urban setting. All candidates are prepared in the context in which they will be working—real urban, suburban

and rural schools. The Conceptual Framework embraces the College of Education's mission and serves as a model to direct how the College develops, evaluates, and improves its programs. It is represented by the acronym PACTS (P=Professionals, A=Assessments, C=Content Knowledge, T=Technology, S=Standards). We Prepare All Candidates

To Succeed in helping all children learn by promoting Professionals who are knowledgeable and competent practitioners. As professionals, they will exhibit appropriate skills, dispositions, and the ability to develop best practices and Assessments for effective instruction for PreK-12 learners in all settings. Our candidates show evidence of requisite Content Knowledge, competencies and proficiencies that incorporate Technology and impact students' learning. Teaching and learning are informed by Standards to maximize the preparedness of candidates and to maintain the effectiveness of the Unit.

Graduate Degree Programs are offered in the following areas of specialization:

BILINGUAL EDUCATION:

- For bilingual and ESL approval for certified teachers
- Initial certification for Type 03 Elementary Education Certificate with bilingual and ESL approvals: requires additional certification courses.

CURRICULUM AND INSTRUCTION

- In Early Childhood Education
- In Instructional Foundations

EARLY CHILDHOOD EDUCATION

- MS ED in Early Childhood Education
- MAT in Early Childhood Education (Type 04 certification) Initial and subsequent certification

ELEMENTARY EDUCATION

- MAT in Elementary Education (Type 03 certification) Initial and subsequent certification

EDUCATIONAL LEADERSHIP AND ADMINISTRATION

- General Administration (for Type 75 principals certification)
- Higher Education Administration
- Ed.D. in Educational Leadership with optional Superintendent Endorsement

LIBRARY INFORMATION AND MEDIA STUDIES

- For Type 10 Library Information Specialist certification for certified teachers
- Initial certification for Type 10 Library Information Specialist certificate requires additional certification courses
- For Non-School Settings

PHYSICAL EDUCATION

READING

- For Type 10 Reading Specialist certification for certified teachers

MS ED in the Teaching of Reading

SECONDARY EDUCATION

- MAT in secondary education (Type 09 certification and Type 10 K-12 certification)

SPECIAL EDUCATION

- For Type 10 Learning Behavior Specialist I certification for certified teachers.
- Initial certification for Type 10 Learning Behavior Specialist I certificate requires additional certification courses.

TECHNOLOGY AND EDUCATION

College of Education Policies for all Initial Teacher Certification Programs

- Students are responsible for meeting the program requirements in effect at the time they officially register in a teacher education program leading to certification at Chicago State University, regardless of when they entered the university.
- Admission to the College of Education is required prior to registration in professional education courses other than ED 5400/ 400, ELCF 1520/ 152, 2000/ 200, 5000/ 400, 5650/ 465; ED 4312/ 312; PSYC 2020/ 206, 5830/ 445; S ED 4301/ 301; T&ED 4346/ 346, and other courses specified in the general requirements for each program. Students who enroll in courses requiring admission to the College of Education, including all teaching methodology courses and student teaching, receive an administrative withdrawal from those courses if they have not met all admission requirements

by the end of the preceding term (see the section following, "Admission to the College of Education").

- A maximum of nine credit hours of professional education courses taken at a junior or community college can be transferred into a teacher preparation program.
- Professional education courses completed more than five years before admission to Chicago State University in an education program, either as transfer credit or at Chicago State University, will not be accepted. Other restrictions on the time limit for completing coursework may be included in individual program listings.
- A grade of C or above is required in all courses in an initial teacher preparation program, either as transfer credit or completed at Chicago State University, including:
 1. all courses in general education;
 2. all required courses in the area of concentration (elementary education, early childhood education, bilingual education);
 3. all required courses in the area of specialization (with the exception of the secondary teaching option in chemistry, which allows one grade of D);
 4. all required supportive courses.
- A grade of B or above is required in student teaching.
- A grade of C or above is required in all other courses in professional education, either as transfer credit or courses completed at Chicago State University, unless

otherwise stated in the general requirements for each program.

- Other grade requirements may be listed under the General or Specific Requirements for each program.
- Effective Fall 2007, admission to the College of Education requires minimally acceptable grades in all program applicable coursework completed at Chicago State University.
- Admission to the College of Education in a master's degree program requires a minimum grade point average (GPA) of 3.0 in the final 60 semester hours of bachelor's degree courses and in courses satisfying the general education requirements. In addition, admission to the Masters of Arts in Teaching Programs requires a 3.0 GPA in 18 hours of coursework beyond the introductory and 100 levels in a 32- hour major.
- Admission to the College of Education in a non-degree certification only program or bachelor's degree program requires a minimum program GPA of 2.5 in all coursework required in the teacher preparation program, either as transfer credit or completed at Chicago State University.
- Admission to student teaching and a recommendation for certification require minimum grade point averages of 2.5 in all coursework required in the program, in all coursework required in the area of specialization or concentration, and in all coursework required in professional education, either as transfer credit or completed at Chicago State University. Higher grade point average requirements may be included in individual program listings.
- Admission to student teaching in MAT programs requires a minimum GPA of 3.0 in general education requirements as well as in all courses required in professional education, and all courses toward the master's degree. Admission to student teaching in the MSED programs in Special Education and Library Information Systems requires a minimum GPA of 3.0 in general education requirements and in specialization courses, and a 2.5 in professional education courses
- Courses taken at Chicago State University that are required in a teacher education program may be repeated for a higher grade no more than twice. The highest grade will be included in calculating the grade point average. Students who do not earn an acceptable grade in a required course after three attempts will be dropped from the program.
- A maximum of two professional education courses can be repeated for a higher grade. The higher grade will be included in calculating the grade point average. Students who earn an unacceptable grade in a third professional education course will be dropped from the program.
- Students who are not admitted to the College of Education because of a low grade point average will be allowed to reapply for admission at any time within the next 30 semester hours of attempted credit and according to the requirements for admission in effect at the time they reapply. Students who do not meet the grade point average required for admis-

sion to the College of Education after attempting an additional 30 semester hours of coursework will be dropped from the program.

- Students who are dropped from a teacher education program are not eligible to pursue initial teacher certification in any undergraduate, graduate, or non-degree program at Chicago State University.
- A one credit hour review course for the Illinois Teacher Certification Content Area Test is required before student teaching.
- An internship is required prior to student teaching, as listed under the requirements for each program.
- No other courses may be taken during the semester of student teaching. All required courses must be completed with required GPA's before student teaching.
- All student teachers will demonstrate they have met the Illinois Professional Teaching Standards, including mastery of the content knowledge as evidenced by a passing score on the Illinois Certification

Content Area Test. Students must submit proof of passing the certification test to the Office of Field Placement before they will be allowed to student teach. In addition, all candidates must pass the Assessment of Professional Teaching (APT) certification test as one of the assessments before completing student teaching.

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 enter the profession of teaching prepared to help all children learn (NCATE Standard 1, 2002 Professional Standards for NCATE Accreditation) or to enter other professions. This includes adherence to a Professional Code of Conduct, which is formally assessed at the following four checkpoints in all teacher education programs leading to initial certification, and at other appropriate checkpoints identified in the college's non-teacher education programs:

- enrollment in professional courses containing field hours
- admission to the College of Education
- admission to student teaching
- graduation and/or certification

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (*but is not limited to*):

- academic integrity
- accountability
- appropriate language
- civility
- cleanliness
- fairness
- honesty
- justice
- 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 LEVEL STUDENT

The College of Education provides education students with a written copy of students' responsibilities, rights, and procedures for reinforcing those responsibilities and rights. Causes for grievances shall include, but are not limited to, arbitrary or capricious behaviors in regard to:

- Admission to a teacher preparation program;

- Admission to the student teaching program or other clinical experience;
- Dismissal from the teacher education program, including clinical or student teaching experiences;
- Evaluation of the candidate's performance in courses, clinical or student teaching settings, or other regularly provided or required activity having a direct bearing on the candidate's being recommended for certification or for employment; *or*
- Failure to recommend the candidate for certification when requested in a timely fashion.

Before a case can be heard by the College Grievance Committee, it must have proceeded through three prior levels of deliberation, as follows:

- Conference between student and instructor/staff;
- Conference between student and department chairperson;
- Hearing before the Department Grievance Committee.

To initiate a hearing before the College Grievance Committee, the student must complete the "Petition for Hearing" form and return it to the Dean's office in ED 320. The appropriate signatures must be obtained and the form must be complete. Failure to follow instructions will result in the form being returned, thus delaying the requested hearing. The composition of the College Grievance Committee shall be:

- The Dean of the College of Education, or an administrative representative;

- Two faculty members or one faculty member and one administrator not from the department involved;
- One student from the department involved;
- One student not from the department involved.

The dean or an administrative representative shall appoint, convene, and chair the committee. A committee is formed for each case and is disbanded at the completion of that case. The ordinary rights of parties at a hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached, the right to be present at hearing, and the right to present and inspect evidence. The committee makes recommendations to the Dean within five business days of the hearing. The Dean's decision is final. Specific procedures for the hearing of each case shall be determined by the members of the committee deliberating that case.

Chicago State University College of Education Institutional Report Card 2005-2006

Teacher education institutions are required to publish an annual Institution Report Card comprising a description of the teacher education unit and the teacher certification tests results for its students completing an initial certification program. The 2005-2006 Institutional Report Card was the most recent at the time this catalog was published.

Mission: Initial certification programs in accordance with the University mission and the mission of the College of Education is to prepare its diverse candidates to achieve the highly qualified status that will allow each candidate to secure employment and thrive in the following professional career avenues: teaching, technical and support positions in educational settings and administrative positions in education, business, industry and government through carefully selected learning experiences that heighten professional knowledge and skills and engage the College community in collaborative relationships with local, state, national and international,

TEACHER PREPARATION PROGRAMS:

Initial certification programs at the undergraduate, post-baccalaureate, and master's levels include the following: Early Childhood; Elementary, Middle School, and Bilingual Elementary Education; Special Education (LBS1); Secondary Biology, Business Education, Chemistry, English, Geography, History, Industrial Technology, Mathematics, and Physics; and K-12 Art Education, Music Education, Physical Education, and Spanish.

STUDENT CHARACTERISTICS:

- Most CSU students are non-traditional or returning students who commute.
- A large percentage are first generation college attendees, married or single parents, who work and/or receive financial aid; approximately 60% are part-time students.
- More than one-third are between the ages of 25 and 34.

- The student body is ethnically diverse with a majority of African-Americans students.
- CSU's minority students performed equal to or better than their counterparts in the rest of the state of Illinois on Certification Tests over the last 10 years.
- One-third of the candidates in initial certification programs are change-of-career post-baccalaureate students.
- Admission to Teacher Education;
- Completion of all program requirements except student teaching (with the exception of a research course in the MAT programs which may be taken after student teaching);
- Minimum 2.5 GPA in all coursework satisfying program requirements and in each of the two areas of professional education and area of specialization or concentration for non-degree programs.
- Minimum 3.0 GPA in general education requirements, in professional education requirements, and in courses toward the master's degree for MAT programs
- Review course for the Subject Matter Certification Examination.
- Successful field-based internship.
- Successful completion of Subject Matter Certification Examination, and, for LBS I candidates, successful completion of the General Education Curriculum Test.
- No unresolved violations of the COE Professional Code of Conduct.

ADMISSION TO TEACHER EDUCATION:

- Cumulative GPA of 2.5 in all coursework required in the education program for a non-degree program; For master's degree programs: minimum GPA of 3.0 in last 60 hours toward the bachelor's degree (2.75 for conditional admission); minimum GPA of 3.0 in general education requirements; and for MAT programs, minimum GPA of 3.0 in 18 semester hours of upper division courses in the undergraduate major. 6-12 and K-12 programs require a major in the teaching area.
- Completion of all but 6-12 credit hours of coursework in general education;
- Submission of one letter of recommendation from the department and/or one or two personal recommendations projecting student's success as a teacher;
- Successful completion of the Illinois Certification Test of Basic Skills and (for undergraduate students) CSU qualifying examinations in English composition, mathematics, and reading;
- No unresolved violations of the COE Professional Code of Conduct.
- Admission to Student Teaching;

PROGRAM COMPLETION:

- Successful completion of Assessment of Professional Teaching Certification Test.
- Grade of B or above in Student Teaching.
- No unresolved violations of the COE Professional Code of Conduct Policy

ACCREDITATION:

- Accredited by the North Central Association (NCA) of Colleges and Schools
- Accredited by the 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 21 Illinois institutions (57 total) accredited by NCATE
- Fourteen programs are in full compliance with national professional association standards
- Ed.D. in Education Leadership approved in June 2004 by IBHE and in April 2005 by NCA
- ISBE approved Superintendent Endorsement on 2/2/07 to add to Type 75 Certificate for Doctoral students.

Teacher Education Vision:

The College of Education sees itself as a hub for educational networking where candidates come knowing that they are part of a learning community whose programs have consistently received NCATE accreditation and reached out to a diverse student community to offer them state-of-the-art degree programs to become highly qualified professionals, achieve their career goals and state licensure and be ready to serve in a global society.

Long-term strategic plans and short-term action plans guide data-driven accountability measures and decision making to improve programming, student retention and graduation, garner and use resources effectively, and quality of services rendered.

The undergraduate, graduate and doctoral programs' curricular plans and expansion efforts, delivery of learning experiences and accountability measures are rigorous and develop a depth and breadth of knowledge, skills and dispositions exemplified in the Conceptual Framework, e.g., the National Board

for Professional Teaching Standards' (NBPTS) five research-based core propositions.

Faculty, students, staff and administrators understand the function and processes involved in developing and working with innovative service, research or funding projects and participate in these endeavors in varying roles for the benefit of the learning community.

BEST PRACTICES:

- School-based methods courses taught in Chicago, suburban and rural schools give students the opportunity to apply theory, innovative practices and pedagogy in real school settings.
- Prior to student teaching, all candidates participate in an internship under the supervision of both school and University faculty. Internships and student teaching are usually done in the same school.
- Candidates enrolled in field-based internship programs teach lessons daily for two or more semesters and receive feedback from school and University supervisors.
- Candidates develop professionally through systemic reflection, analytical journal writing, and e-portfolio development.
- Secondary and K-12 education candidates complete a major in their area of specialization.
- Eight computer laboratories in the College provide hands-on experiences in the use of technology related to the candidates' field of education.
- National Board Certification (NBC) Resource Center established in the Col-

lege to improve NBC Teacher minority recruitment. Over 145 NBPT candidates took summer coursework, and 84 took fall 2006 coursework in our new Center.

- Students participate in practice tests and review workshops for the Certification Tests of Basic Skills, Subject Matter Knowledge, and Assessment of Professional Teaching.
- Candidates participate in Web-enhanced curriculum development.
- Several alternative pathway programs are offered for change-of-career post-baccalaureate candidates, including Troops to Teachers, Certification Alternative for Military Personnel, and Teacher for Chicagoland.
- Faculty members have developed partnerships, including: Project Nueva Generacion, a site-based model program for training teachers in their own communities; General Administration partnerships for elementary and high school teachers; Reading Specialist cohorts for elementary and high school teachers; distance learning program in Library Information and Media Studies; Child Studies program for Head Start staff and other Early Childhood cohorts; Special Education cohorts in the south suburbs for certified teachers and initial certification students; After School Matters Sports 37 program for elementary and high school students; Teacher Quality Enhancement project with community college partners for developing standards-based curricula for middle grade educators including content, web-based modules and assessments; planned Cougar Academy for Teachers targeted toward junior and senior high school students aspiring to

become middle school teachers; Center for Urban Research in Education since 1997; Urban Visions Journal at urbanvisionsjournal.org since 2001; Cooperative Education Designation; CISCO Certified Network Administrator training; and General Administration cohorts.

NOTABLE FEATURES AND ACCOMPLISHMENTS:

- Over 50 graduates teaching in the CPS have been awarded National Board Certification since 1997.
- Over 28 CSU graduates have received the Golden Apple Award for Excellence in Teaching since 1987.
- CSU students have recently received the Kohl, Golden Apple Scholar, and the Illinois Student Laureate Awards; 56 Distinguished Educator Awards have been presented to alums and faculty since 2003.
- Diverse faculty are actively engaged in research, publishing, and presentations at local, national, and international conferences.
- The College has a nationally recognized professional development partnership with a dual-language school and three state recognized field-based programs, originally funded by the Joyce and MacArthur Foundations, and currently funded by the Illinois Board of Higher Education.
- The College of Education has published the Illinois Schools Journal since 1920.
- Over 220 teachers have graduated from alternative pathways to Certification programs.

Illinois Certification Testing System Annual Institution Report / Program Year: 2005-2006

Test Field/Category	Number Tested	Institution Number Passed	Pass Rate	Statewide Pass Rate
Basic Skills				
Basic Skills Test	137	137	100%	100%
Aggregate	137	137	100%	100%
Professional Knowledge/Pedagogy				
101 APT: Birth to Grade 3	12	12	100%	99%
102 APT: Grades K-9	73	73	100%	99%
103 APT: Grades 6-12	44	44	100%	99%
104 APT: Grades K-12	28	28	100%	99%
Aggregate	157	157	100%	99%
Academic Content Areas				
002 Early Childhood	1	-	-	100%
003 Elementary/Middle Grades (K-9)	19	19	100%	100%
025 English	2	-	-	100%
026 Spanish	2	-	-	100%
035 Biological Science	1	-	-	100%
036 Mathematics	1	-	-	100%
050 Physical Education (K-12)	1	-	-	100%
106 Science: Chemistry	1	-	-	100%
107 Early Childhood Education	11	11	100%	100%
110 Elementary/Middle Grades	56	56	100%	100%
111 English Language Arts	8	-	0	100%
114 Social Science: History	6	-	-	100%
115 Mathematics	13	13	100%	100%
135 Foreign Language: Spanish	4	-	-	100%
144 Physical Education	3	-	-	100%
145 Visual Arts	2	-	-	100%
Aggregate	131	131	100%	100%
Other Content Areas				
045 Industrial Technology Education	1	-	-	100%
047 Business/Marketing/Management	1	-	-	100%
171 Bus., Mkting, & Computer Ed.	4	-	-	100%
174 Technology Education	6	-	-	100%
175 Library Information Specialist	2	-	-	100%
Aggregate	14	14	100%	100%
Teaching Special Populations				
004 Educable Mentally Handicapped	1	-	-	100%
006 Learning Disabilities	1	-	-	100%
155 Learning Behavior Specialist I	7	-	-	100%
Aggregate	9	-	-	100%

**Number passed is reported only if 10 or more examinees took the test.*

Program Information for Chicago State University

2005-2006

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2005-2006	733
S.2 Number of candidates in supervised student teaching in academic year 2005-2006	198
S.3 Number of faculty members who supervised student teachers:	
> S.3A Full-time faculty in professional education	21
> S.3B Part-time faculty in professional education but full-time in the institution	3
> S.3C Part-time faculty in professional education, not otherwise employed by the institution	6
S.4 Total faculty student teaching supervisors	30
S.5 Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	6.6:1
S.6A The average number of student teaching hours per week	32.5
S.6B The total number of weeks of supervised student teaching required	16
S.7 Average total number of hours required	520

Bilingual Education

DEPARTMENT CHAIRPERSON:

Cathryn Busch

PROGRAM COORDINATOR:

Maria Theresa Garretón

GRADUATE FACULTY: *Rita M. Brusca-Vega, Catherine Busch, Maria T. Garretón, John J. Larsen, Flora Luseno, Nicole Y. Strange, Cynthia K. Valenciano.*

The Department of Special Education, Early Childhood, and Bilingual Education (SEB) offers a Master of Science in Education degree in Bilingual Education. The purpose of this program is to prepare reflective practitioners to work with English language learners in multicultural environments. The program is designed to prepare teachers for bilingual elementary or secondary classrooms to:

- Continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally.
- Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Understand and use formal and informal assessment strategies to evaluate and

ensure the intellectual and social development of the learner.

- Foster relationships with colleagues, parents, and agencies in the larger community to support students' learning and well being.

GENERAL REQUIREMENTS FOR ADMISSION

Students must meet the general requirements for admission to the graduate program. In addition, applicants must submit: 1) a written recommendation from their school principal; 2) a copy of their initial or standard teaching certificate; and 3) a copy of their transitional (Type 29) teaching certificate. If the applicant does not possess an initial or standard teaching certificate, he/she must meet requirements for admission to the College of Education and admission to a master's degree program for initial certification, including submitting proof of successful completion of Illinois Certification Test of Basic Skills.

SPECIFIC REQUIREMENTS

The M.S.Ed. in Bilingual Education can only be awarded to candidates who: 1) have earned a 3.0 or above G.P.A. in all required and elective courses.; 2) offer proof of a minimum of two years of full-time teaching experience; 3) successfully complete written and oral comprehensive examinations; 4) successfully complete a professional portfolio; and 5) complete all requirements within six years.

The M.S.Ed. in Bilingual Education has three areas of concentration: 1) Bilingual Education; 2) English as a Second Language; and 3) Special Education.

Core requirements for all three concentrations..... 18 credit hours

BIL 3050/367, 4350/378, 5270/468, 5700/470, 5740/474, ELCF 5960/496.

Bilingual Education

Concentration 15 credit hours

BIL 4230/329, 4300/331, 4150/350, 3100/365, 5760/476.

Cognate course

English 5338/338

English as a Second Language

concentration 12 credit hours

BIL 3100/365, 5760/476, 4150/350 or ECH 5009/309 or MIDS 4020/302.

Cognate Courses

ENG 5338/338 and ENG 5436/436 or 5339/339

Special Education

concentration 12 credit hours

BIL 4230/329, 3100/365, SED 5476/476 and 5482/482

Cognate course

ENG 5338/338

Non-certified candidates are required to complete courses in general education and professional education as follows:

General Education: 42 credit hours (may be satisfied with courses completed for the bachelor's degree).

Professional Education: ED 4312/312, ELCF 200/400; PSYC 218/445; S ED 5301/301/G, 3503/303/G*; PE 2040/204; BIL 5320/329/G*, 5150/350/G, 5100/365/G, 5400/374/G*, 4450/375 or 5860/486*; ELED 0920/092, 304/G*, 4170/307/G*, 4180/308/G*, 4190/320/G*; READ 5160/370/G* (9-12 credit hours of

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

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

Admission to the College of Education, which includes successful completion of the Illinois Certification Test of Basic Skills, is required prior to registration in any professional education courses other than ELCF 200/400; ED 4312/312; PSYC 218/445; PE 2040/204; BIL 5150/350/G, 5100/365/G; S ED 5301/301.

BILINGUAL EDUCATION (BIL)

Course Offerings

5050/367 Studies in Cross Cultural Education(3)

Prerequisite: Consent of the department.

The role of culture in the United States educational system. Examination of behavioral expectations and learning styles of students of different cultural backgrounds. Analysis of the impact that cultural diversity has on the development of educational programs.

5100/365 Teaching ESL: Theoretical Foundations(3)

Prerequisite: BIL 5700/470 or consent of the department.

Exploration of second language learning and acquisition theories as they pertain to ESL instruction. Sociolinguistic and sociocultural issues related to the teaching of English as a second language are also investigated.

5150/350 Foundations of Literacy in Linguistically Different Classrooms(3)

Prerequisite: BIL 5100/365 and consent of department.

Theoretical foundations for literacy instruction of linguistically and culturally diverse student populations. Includes exploration of multicultural literature for children and young adults.

**5220/320 Teaching Literature and Humanities
in Linguistically Diverse
Classrooms(3)**

Prerequisites: Admission to the College of Education, BIL 2000/200.

Approaches, methods, strategies, and materials for teaching music, arts, and literature in linguistically diverse classrooms.

**5230/329 Reading and Language Arts in the
Bilingual Classroom/Field(3)**

Prerequisite: BIL 2000/200, ELED 4180/308 and admission to the College of Education.

Methods and materials for teaching reading, writing and language arts to P-12 students whose primary language is Spanish. Emphasis on the examination of linguistic and cultural factors affecting the teaching of reading to English language learners. Fifteen clock hours of field-based experience.

5240/340 Language and Learning

Prerequisites: None

Overview of English language structure and use, including phonology, morphology, syntax, semantics, and pragmatics. Emphasis on topics useful to teachers of English language learners.

**5300/331 Methods and Materials For Teaching
in Bilingual Programs(3)**

Prerequisite: BIL 2000/200 or consent of the department; admission to the College of Education; proficiency in English and another language.

Approaches, methods, strategies, and materials for instruction and assessment of children in bilingual education classrooms. Development of a thematic unit. Evaluation of educational software and introduction to hyper studio.

**5350/378 Methods and Materials For
Teaching English as a Second
Language/Field (3)**

Prerequisite: ENG 5338/338, BIL 5100/365 or consent of the department. Admission to the College of Education.

Techniques, methods, and materials for teaching English as a second language. Development of a unit and lesson plans appropriate for limited English proficient children. Students will be placed in ESL classrooms where they will conduct twenty hours of supervised tutoring.

**5380/398 Special Topics in Bilingual
Education(1-3)**

Prerequisite: Consent of the department.

Educational problems that have a high degree of significance in bilingual education.

5390/399 Independent Study(1-3)

Prerequisite: Consent of the department.

Individually supervised study of an area of bilingual education.

Note: All graduates students are eligible to enroll in 400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

**5400/374 Field Practicum in Bilingual
Elementary Education/Field(3)**

Prerequisite: Admission to the College of Education; Completion of a minimum of two(2) of the following courses: ELED 5170/307/G, 5180/308/G, BIL 5300/331/G, 5350/378/G and concurrent enrollment in the remaining; consent of the department.

Supervised hands-on experience in a bilingual elementary classroom designed for students to apply teaching and learning strategies acquired in methods courses. Course content includes: classroom management, school policies and rules, teaching strategies and technology. One hundred clock hours field experience. To be taken the long semester prior to student teaching.

**5700/470 History and Philosophy of
Bilingual Education(3)**

Prerequisite: Consent of the department.

History and philosophy of bilingual-bicultural education as a curricular innovation in our public schools. Relationships to (a) elementary and secondary school curriculum and (b) social, economic, political and educational implications.

**5720/468 Evaluation, Assessment and Testing
For Language Minority Teachers ..(3)**

Prerequisite: BIL 5700/470 and 5100/365 or consent of the department.

Issues in nondiscriminatory evaluation, assessment and testing of linguistic, academic, cognitive and social achievement. Instruction, assessment and documentation strategies, tools and computer based models at the local, state and national levels will be considered. Construction and presentation of a field-based case study.

5740/474 Bilingual-Bicultural Education Curriculum Design(3)

Prerequisite: BIL 5700/470 or consent of the department.

Analysis of paradigms, perspectives and domains within curriculum studies and applications to multicultural and bilingual education. Comparison and evaluation of different program models, curriculum patterns and assessment practices. Technology emphasis in web searches and utilization of list serves.

5760/476 Best Practices in Bilingual Education(3)

Prerequisite: Fluency in English and a second language or consent of the department.

Focused reflection and classroom-based action research. Re-examination of theories and implementation of action plans to strengthen practice, including multimedia teacher autobiography.

5770/477 Planning and Supervision of Bilingual-Bicultural Education Programs.....(3)

Prerequisite: BIL 5700/470, 5740/474, 5760/476 or consent of the department.

Concepts, planning, implementation, and evaluation of programs in bilingual/bicultural education. Includes problems in supervision.

5800/466 Master's Thesis/Project (3)

Prerequisite: Completion of all required graduate courses and consent of the department.

Supervised research and writing of thesis or project for master's degree in bilingual education.

5860/486 Internship in Bilingual Education(6)

Prerequisite: Completion of all teacher certification and bilingual/ESL approval requirements.

Sixteen week clinical supervision of teaching internship in an elementary bilingual classroom. Five full days per week and seminar.

Curriculum and Instruction

DEPARTMENT CHAIRPERSON:

Norma Salazar

The Department of Educational Leadership, Curriculum and Foundations offers a program leading to the Master of Science in Education degree in Curriculum and Instruction with an option in Instructional Foundations. The option in Instructional Foundations has six concentrations. The concentrations are Instructional Leadership: National Board Certification (NBC), Elementary Education, Secondary Education, Adult Education, Educational Technology, and Foundations of Education. Depending upon the concentration chosen, the curriculum provides the background and skills necessary for employment as a teacher; curriculum specialist and educational consultant in elementary or secondary education, adult education, educational technology and/or foundations of education. Completing the option in Instructional Foundations does not qualify students for certification by entitlement or a recommendation for certification.

CONCENTRATION DESCRIPTIONS

Instructional Leadership-National Board Certification (NBC)

The Instructional Leadership concentration prepares teachers for National Board Certification, which is 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:

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

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

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. They 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. 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.

Elementary Education

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

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

Secondary Education

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

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

Adult Education

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

Educational Technology

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.

Foundations of Education

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

The Foundations of Education concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of Foundations of Education. The Foundations of Education concentration emphasizes knowledge and skill develop-

ment according to eight standards, which include the application of interpretive, normative and critical perspectives to school-society relationships, educational themes, policy studies, teaching, support services, leadership and administration.

GENERAL REQUIREMENTS

Instructional Foundations

Option 33-36 credit hours

Students must meet the general requirements for admission to graduate programs. In addition, students must have teaching experience or related educational experiences. Each concentration requires completion of 33-36 semester credit hours and each student must successfully complete program assessments, which include 1) a curriculum design; 2) a comprehensive examination; 3) a technology curriculum plan; 4) a practicum campus evaluation; 5) a practicum site evaluation; and 6) a professional portfolio. All degree requirements must be completed within six years.

Instructional Leadership-National Board Certification (NBC)

ELCF 5990/483, 5991/484, 5992/485, 5993/486, 5994/487, 5995/488

Elementary Education

ELCF 5540/454, 5620/462, 5640/464, 5950/495, ELED 5230/452.

Secondary Education

ELCF 5530/453, 5620/462, 5640/464, 5900/490, 5950/495.

Adult Education

ELCF 5390/439, 5620/462, 5640/464, 5900/490, 5950/495.

Educational Technology

T&ED 495; ELCF 5540/454, 5640/464, 5720/472, 5950/495.

Foundations of Education

ELCF 5000/400, 5020/402, 5090/409, 5620/462, 5820/482.

Non-Thesis Option 6 credit hours

The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 5660/466). Courses must be selected from the following list of elective courses:

Instructional Leadership - National Board Certification (NBC) – ELCF 5410/441, 5620/462, 5640/464, 5650/465, 5720/472. Non-Thesis Option/NBC Only 3 credit hours

The student may elect to take one (1) additional course in lieu of the Master's Thesis/Project (ELCF 5660/466). Courses must be selected from the list of elective courses:

Elementary Education – ELCF 5440/344G, 5040/404, 5050/405, 5060/406, 5070/407, 5080/408, 5100/410, 5130/413, 5310/431, 5330/433, 5370/437, 5650/465, 5720/472.

Secondary Education – ELCF 5440/344G, 5040/404, 5050/405, 5060/406, 5070/407, 5080/408, 5100/410, 5130/413, 5310/431, 5330/433, 5370/437, 5650/465, 5720/472.

Adult Education – ELCF 5440/344G, 5040/404, 5050/405, 5060/406, 5070/407, 5080/408, 5100/410, 5130/413, 5310/431, 5330/433, 5370/437, 5560/456, 5650/465.

Educational Technology – ELCF 5440/344G, 5040/404, 5050/405, 5060/406, 5070/407, 5080/408, 5100/410, 5130/413, 5310/431, 5330/433, 5370/437.

Foundations of Education – ELCF 5440/344G, 5040/404, 5050/405, 5060/406, 5070/407, 5080/408, 510/410, 5130/413, 5310/431, 5330/433, 5370/437, 5640/464, 5650/465, 5720/472.

Certificate Of Completion In Instructional Leadership

Instructional Leadership-National Board Certification

The department offers a Certificate of Completion in Instructional Leadership. The purpose of this certificate is to prepare teachers for National Board Certification, which is a voluntary system based on the National Board's Five Core Propositions describing what teachers should know or be able to do.

ADMISSION REQUIREMENTS

- ♦ Bachelor's Degree
- ♦ A valid unencumbered Teaching/Counseling license
- ♦ 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)
- ♦ Currently teaching
- ♦ GPA of 3.0 on a 4 point scale
- ♦ Previously admitted into CPS National Board Certification Support Programs

COMPLETION/GRADUATION REQUIREMENTS

- NBC Portfolio (one student work analysis entry, two video tape entries of classroom pedagogy, one professional contribution entry. A total for four scoreable entries required.)
- National Board Assessment Center Score Report (six scoreable content-based entries required.)
- The department will accept up to six NBC courses approved by the NBC director. Any or all of the NBC approved courses can be applied to the Master's degree. The certificate can be completed in two years.

Educational Leadership and Administration

DEPARTMENT CHAIRPERSON:

Dr. Norma Salazar

GRADUATE FACULTY: *Norma Salazar, Chandra M. Cabraal, Charlesetta Ellis, Athanase Gahungu, Leon Hendricks, Claudia Joplin, Alexander Makedon, Carol Schultz.*

The Department of Educational Leadership, Curriculum and Foundations offers a program leading to the Master of Arts degree in Educational Leadership and Administration and to the Doctorate of Education in Educational Leadership.

The Educational Leadership and Administration program consists of two options: General Administration and Higher Education Administration. The General Administration program provides the background necessary for employment as an elementary or secondary school principal, assistant principal, assistant or associate superintendent, superintendent, supervisor, curriculum consultant, or department chairperson. The Higher Education Administration program provides the background and skills necessary for employment as an assistant dean, research assistant program director, student service director, or curriculum coordinator.

Students who complete the General Administration option qualify for the Type 75 State of Illinois Certificate with a Principals endorsement. The department also offers a program that qualifies individuals who have a graduate degree for the Type 75 State of Illinois Certificate with a Principals endorsement. Certification requires the successful completion of the Illinois Certification Test of Basic Skills and Content Area Test for Principals. The General Administration program has been nationally accredited since 1954.

A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the Chair and/or the ELCF Graduate Planning Committee.

Both the General Administration and the Higher Education Administration master's options require completion of 36 semester credit hours for graduation at the master's level. All students enrolled in the programs options, after completing 24 semester credit hours of course work, must register for and: 1) successfully pass the required comprehensive examination; and, 2) successfully complete the required practica/internship.

All degree requirements must be completed within six years.

General Administration Option

Students must meet the general requirements for admission to the graduate program. In addition applicants must: 1) present written recommendations from two school administrators and /or supervisors familiar with the applicant's work;

2) two years full-time teaching or school service personnel work at the elementary or secondary level in a public, private, or parochial school setting; 3) certification only: Master's Degree. The General Administration Program requires completion of 36 credit hour and each student must successfully complete program assessments, which include 1) Illinois Certification Content Area Test ; 2) the comprehensive examination; 3) Budget Plan; 4) a practicum campus evaluation; 5) a practicum site evaluation; and 6) a professional portfolio. All degree requirements must be completed within six years.

Specific Requirements 36 credit hours

Required Courses

ELCF 5010/401, 5130/413, 5210/421, 5240/424, 5310/431, 5330/433, 5340/434, 5350/435, 5370/437, 5720/472, 5960/496, 5980/498.

Other Requirements

Students are required to provide proof of passing the Illinois Certification Content Area Test for Principals prior to enrollment in ELCF 5350/435.

**ADMINISTRATIVE
CERTIFICATE PROGRAM**

An individual who holds a graduate degree from an institution recognized for teacher preparation and who is seeking a recommendation for the Administrative Certificate from Chicago State University must meet admission requirements to the Master of Arts degree in Educational Leadership and Administration program in general administration. Students must complete the 36 hours of required courses

in that option. In addition, students must successfully complete the comprehensive examination for the appropriate option. A maximum of six hours of equivalent course work may be transferred into the program. For additional information, see a faculty advisor and/or the department chairperson in the Department of Educational Leadership, Curriculum and Foundations or consult the Student Handbook.

**HIGHER EDUCATION
ADMINISTRATION OPTION**

Students must meet the general requirements for admission to the graduate program. Admission to the Higher Education Administration Option does not require previous K-12 teaching or administrative experience, but two full years of educational work related experience at the elementary, secondary, or higher education level is required.

In addition, applicants must: 1) present written verification of the two full years of educational work related experience from a school district or higher education personnel officer; and, 2) present written recommendations from two school administrators and/or supervisors familiar with the applicant's educational work related experience.

Specific Requirements 36 credit hours

Required Courses 33 credit hours

ELCF 5010/401, 5130/413, 5440/440, 5380/438, 5410/441, 5600/460, 5780/478, 5790/479, 5920/492, 5930/493, 5960/496.

Electives 3 credit hours

Electives to be selected from ELCF 5240/424, 5310/431, 5420/442, 5460/446, 5480/448, 5550/455, 5620/462, 5640/464, 5650/465.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (ED.D.)

ED.D. DIRECTOR: *Dr. Martin Parks*

The Ed.D. in Educational Leadership program seeks to develop excellent educational leaders who are well grounded in research and theory in the organizational, sociological, legal, economic, political, philosophical and historical foundations of education. To learn to apply theory and research to practice, doctoral students in educational leadership are trained in the design and implementation of sound research principles, including qualitative and quantitative research. Finally, as scholars engaged in the generation, dissemination, and promulgation of ideas, doctoral students are expected to successfully complete a dissertation in which they apply sound research principles in the examination of a topic in applied educational leadership.

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

ADMISSION REQUIREMENTS

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

1. A completed application form;
2. A non-refundable application fee;
3. Two official transcripts of all undergradu-

ate and graduate work. Applicants must have completed a master's degree in educational administration or a related educational field with a grade point average of at least 3.5 on a 4.0 scale. The applicant must have successfully completed at least one 3-semester hour graduate level course with a grade of "B" or better, from an accredited institution in each of the following areas: Educational Law, Curriculum Development and learning Theories, Foundations of Finance, and Organizational Dynamics or Administration;

4. Three (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 and quantitative components of the Graduate Records Examination (GRE) is required. The test must have been taken within the past five years of admission date. GRE information can be accessed at www.GRE.com.
6. A typed double-spaced goal statement, which describes the applicant's reasons for pursuing an advanced degree in educational leadership.

ED.D. PROGRAM CURRICULUM

Semester One:

ELCF 6010/601 Organizational Theory & Educational Leadership(3)

ELCF 6050/605 Statistics I(3)

Semester Two:

ELCF 6100/610 Curriculum and Instructional Leadership(3)

ELCF 6250/625 Statistics II.....(3)

Semester Three:

ELCF 6150/615 Philosophical Foundations of Education.....(3)

ELCF 6200/620 Administrative Law.....(3)

Semester Four:

ELCF 6300/630 Public Policy and Politics of Education.....(3)

ELCF 6350/635 Qualitative Research.....(3)

Semester Five:

ELCF 6400/640 Personnel Administration.....(3)

ELCF 6450/645 Financial Administration.....(3)

Semester Six:

ELCF 6500/650 Educational Change & School Improvement.....(3)

ELCF 6550/655 Educational Assessment & Evaluation.....(3)

Semester Seven:

ELCF 6600/660 Critical Issues in Urban Educational Leadership.....(3)

ELCF 6650/665 Seminar in Research & Dissertation Development.....(3)

Qualifying Examination

Semester Eight:

ELCF 6700/670 Clinical Experience I.....(3-100)

ELCF 6990/699 Dissertation*.....(3)

Semester Nine:

ELCF 6710/671 Clinical Experience II.....(3-100)

ELCF 6990/699 Dissertation.....(3)

Semester Ten:

ELCF 6990/699 Dissertation.....(3)

Semester Eleven

ELCF 6990/699 Dissertation.....(3)

**NOTE: Candidates are required to complete 12 hours of dissertation. Although four semesters of dissertation have been scheduled, some candidates may be able to complete the twelve required hours of dissertation in three semesters.*

**EDUCATIONAL LEADERSHIP,
CURRICULUM AND
FOUNDATIONS (ELCF)**

Course Offerings

5000/400 Philosophy of Education.....(3)

Prerequisite: Illinois teaching certificate or consent of department.

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

5010/401 Curriculum Development and Learning Theories.....(3)

Prerequisite: Twelve hours of professional education.

Analyzes the historical/philosophical elements, which have influenced curriculum design. Social, cultural and psychological factors that affect the academic performance of students, as related to theories associated with curriculum development and the teaching/learning process, are stressed. Attention is given to English learners and special needs students. Various methods for evaluating effective curricula are also examined.

5020/402 Introduction to Comparative/International Education.....(3)

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

5040/404 Comparative and International Education: Latin America.....(3)

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

5050/405 Comparative and International Education: Europe(3)

An in-depth study of education in Western Europe. Readings, discussions, and presentations by native experts.

5060/406 Comparative and International Education: Asia.(3)

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

5070/407 Comparative and International Education: Africa(3)

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

5080/408 Comparative and International Education: Australia(3)

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

5090/409 History of Education(3)

Prerequisite: Illinois teaching certificate or consent of the department.

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

5100/410 Politics of Education(3)

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

5130/413 Human Relations and Leadership(3)

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

5210/421 Foundations of School Administration and Organization.....(3)

Prerequisite: Twelve hours of professional education.

Introduction to the study of educational administration with emphasis upon the nature of the administrative process, administrative theory, and long range planning and personnel management; overview of structure, governance, policy of public education, and school reforms at the local, state and federal levels including legal, business, financial and the political, social and cultural context of schools in society. Administration of schools and programs including multicultural student populations and exceptional children.

5240/424 School Supervision /Field(3)

Prerequisite: ELCF 5210/421 or consent of the department.

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence upon supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and both multicultural and exceptional populations. Twenty clock hours of practicum experience in schools.

5310/431 Community Relations /Field.....(3)

Prerequisite: ELCF 5210/421 or consent of the department.

An analysis of the role of educational policy in the modern community, community power structure and resources, the social and political context, and the principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of exceptional students, inter-agency cooperation, funding, and evaluation. Students are provided opportunities to develop materials for use in their institutions. Twenty clock hours of practicum experience in schools.

5320/432 Curriculum Development, Instructional Design, and Delivery in School and Non-School Settings.....(3)

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

5330/433 School Law(3)

Prerequisite: ELCF5210/421 or consent of the department.

Practical application of educational law. Key content areas related to the legal system; role of the federal, state and local government; the legislative process; school/higher institutions of learning governance; school/higher institutions of learning policies, rules and regulations; church and state; civil rights; students and parents' rights and responsibilities; teachers', faculty and administrators' rights and responsibilities; collective negotiations; torts and contracts; and legal research are covered. Selected legal principles, statutes, cases and law agencies, which affect all levels of Illinois public learning institutions, are also analyzed.

5340/434 Practicum in Instructional Leadership and School Management I(3)

Prerequisite: ELCF 5010/401, 5130/413, 5210/421, 5240/424, 5310/431, 5330/433, 5370/437, 5980/498 and consent of department.

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities management, and community relations.

5350/435 Practicum in Instructional Leadership and School Management II(3)

Prerequisite: ELCF 5340/434; Successful completion of the ICTS examination in General Administration/Principles, and consent of the department.

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities management, and community relations.

5360/436 Administration of School Personnel(3)

Prerequisite: ELCF 5210/421 or consent of the department.

Provides a general understanding of the personnel functions in education. Decision-making and problem-solving involving school personnel and supervision will be emphasized. Functions of recruitment, assignment, development, coordination, compensation, appraisal, negotiations, in-service education, motivation, and dismissal are included.

5370/437 School Finance(3)

Prerequisite: ELCF 5210/421 or consent of the department.

Primary focus on the financing of Illinois public schools. The theoretical background and legal bases of public school finance and the application of those theories to various school finance models. Budget analysis, state aid mechanisms, taxing and auditing processes, and legal foundations in relation to salary, transportation, contracts, liability, and managing facilities will be emphasized. Practicing consultants and school business managers case studies, and simulated materials will be used to highlight practical applications.

5380/438 Collective Negotiations.....(3)

Prerequisite: ELCF 5210/421, 5330/433, or consent of the department.

Explores the historical, sociological and legal elements, which have influenced the development of collective bargaining. Concepts associated with the current process of collective negotiations relevant to elementary/secondary school districts and higher institutions of learning are examined. The role of school districts/higher institutions of learning personnel, public sector and media are stressed. Simulated bargaining exercises, which include the use of table tactics/strategies and impasse resolutions, are also offered.

5390/439 Methods and Techniques For Teaching in Non-School Settings.....(3)

Prerequisite: Consent of the department.

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.

5400/440 Higher Education Administrative Law(3)

Prerequisite: Consent of department.

Application of higher education administrative law. Federal, state, and local legislation, regulating, policies pertinent to contractual agreements, including collective bargaining, tort law, and discriminatory practices. Cases Law and related research topics affecting the governance of higher education institutions.

5410/441 Proposal Development For Government and Private Funding.....(3)*Prerequisite: Consent of the department.*

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

5420/442 Microcomputers in Education(3)*Prerequisite: Consent of the department.*

An overview of the philosophy and approaches to educational utilization of microcomputers. Focus on hardware, software, existing programs, funding and potential for administrative and instructional microcomputer use. Hands-on experience. Additional course fee.

5440/344 Philosophy, Curriculum, and Instructional Methods for the Middle School.....(3)*Prerequisites: Admission to the College of Education or Initial or Standard Teacher Certificate*

Examination of the origin and development of the middle school concept, responsibilities of the middle school classroom teacher, and developmentally appropriate instructional practices for middle school teaching, including content area reading. Course satisfies three of six-hour component required for middle school endorsements. Credit not given for both ED 440 and ELCF 344G.

5460/446 Microcomputer Applications in Higher Education Management(3)*Prerequisite: Consent of the department.*

Introduction to microcomputer applications for higher education managers. Includes the use of computer software for program assessment, marketing strategies, presentations, budget analysis, course schedules and record/grade maintenance. Professional utilization of online operations is also emphasized.

5480/448 Microcomputer Curriculum Development(3)*Prerequisite: ELCF 5420/442 or Consent of the department.*

An overview of the theory and practice of curriculum development for micro computer assisted instruction. Lecture/discussion and hands-on experience will culminate in the development of a courseware package by each student.

5500/353 Principles and Practices in Secondary Education Lecture / Field.....(2)*Prerequisite: ELCF 2000/200; PSYC 2040/204 and 2020/206.**Admission to the College of Education.*

Secondary education principles and methods including unit plans, lesson plans, and behavioral objectives. Multicultural nature of society and its impact on teaching. Normal and exceptional children in regular classrooms. Twenty-five clock hours of classroom aiding and tutoring per term.

5530/453 Secondary School Curriculum.....(3)

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

5540/454 Instructional Media & New Instructional Technologies For Curriculum Delivery and Practices in Today's School and Non-School Settings.....(3)

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

5600/460 Seminar in Financing and Budgeting of Higher Education... (3)*Prerequisite: ELCF 5380/438 or consent of the department.*

A theoretical study of the legislative process for financing higher education, including state aid; taxation/grants; and private funding. Budget analysis and auditing processes will be explored as they relate to contracts, salaries, and school facilities.

5610/361 Educational Issues in the Black Community.....(3)

Control of schools, relevance of curriculum, teacher qualifications, and Black self-concept, achievement, and intelligence.

5620/462 Sociological and Cultural Foundations of Education.....(3)

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

5510/451 Independent Study(3)

Prerequisite: Consent of the department.

To avoid repetition of instruction, a student who has taken in another institution the courses in education given at Chicago State University, may with the consent of the Graduate Committee enroll with a designated instructor for the independent study of certain educational problems of mutual interest. Plans for such investigation are made in written form or in such a manner as the instructor may specify.

5640/464 Seminar in Organizational Dynamics.....(3)

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

5650/465 Seminar in Urban Education(3)

Examination of current issues and research in urban education.

5660/466 Master's Thesis/Project(3)

Prerequisite: Taken after the completion of twenty-four semester hours of a master's degree program with prior consent of the department.

Research and writing of thesis or project for master's degree in urban education.

5710/471 Administrative Uses of Microcomputers(3)

Prerequisite: ELCF 5210/421 or consent of the department.

An overview of administrative uses of microcomputers in educational settings. Emphasis will be on data management functions. Focus on hardware and software for use with budgets, schedules, record keeping, data processing, and word processing. Also includes some programming and review of educational hardware systems and software packages.

5720/472 Integrating Technology Into Curriculum and Instruction(3)

Theory and research on technology in education with special emphasis given to the ways that technology can be applied to enhance a curriculum, improve instructional practice, assist student learning, and support administration and management. The acquisition and role of computer literacy skills and the emergence of new technologies, including multimedia, distance education, and the Internet. Examination and evaluation of software and methods of teaching using technology.

5780/478 Practicum in Higher Education Administration I /106 Hours in Field.....(3)

Prerequisite: 24 credit hours of core requirements and consent of the department.

A supervised internship to provide students with field work experience at the community college level. Each student will participate in duties relative to the responsibilities of entry and mid-level community college administrators. Examples of task include faculty/staff development; student personnel services; policy implementation; business and facilities management; and, community relations.

5790/479 Practicum in Higher Education Administration II Field(3)

Prerequisite: ELCF 5780/478 and consent of the department.

A supervised internship to provide students with field work experience (106 clock hours) at the senior college or university level. Each student will participate in duties relative to the responsibilities of entry and mid-level and senior college or university administrators. Examples of task include faculty/staff development; student personnel services; policy implementation; business and facilities management; and, community relations.

5820/482 Ethics in Education(3)

Applications of ethical principles to education. Critical examination and analysis of long-established systems of ethics. Systems may include, but not limited to, idealism, utilitarianism, relativism, and perspectivism. Every student will also be expected to develop, explain and defend a personal ethic of educational practice.

5900/490 The Adult Learner (3)

Prerequisite: Consent of the department

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

5920/492 Organization and Governance of Higher Education(3)

Prerequisite: Consent of the department.

Examination of the historical and philosophical elements relative to the governance of higher education. Provides students with theoretical and practical knowledge about organizational structure; student services; and related faculty/staff functions. Current trends relevant to higher education issues will be emphasized.

5930/493 Higher Education Administration and Evaluation(3)*Prerequisite: ELCF 5130/413, 5330/433, 5380/438, 5920/492.*

In-depth analysis of administrative behavior as it applies to the decision-making process. Functions associated with recruitment; student policy; the community; and program/ institutional evaluation are included.

5950/495 Practicum in Curriculum and Instruction /Field(3)*Prerequisite: Twenty-four (24) hours of core requirements and departmental approval.*

Supervised experience in performing the functions and duties associated with curriculum and instructional leadership in the area of concentration. Each student will participate in activities related to curriculum development and instructional improvement. Examples of tasks include staff development, curriculum development, unit and program development, creating effective learning environments, technology integration and instructional improvement. Thirty hours per week.

5960/496 Fundamentals of Educational Research(3)*Prerequisite: Consent of the department.*

Principles and methods of educational research. Acquire skills in developing problems statements, formulating hypotheses, selecting populations/samples, collecting data, analyzing and interpreting results, use of technology to support research. Designed for teachers as well as administrative candidates. Individual projects will focus on students' needs and interests. Credit not given for both ELCF 496 and ELCF 429 or 497.

5980/498 Elementary and Secondary Schooladministration and Supervision /Field(3)*Prerequisite: ELCF 5010/401, 5210/421, 5240/424.*

An examination of elementary and secondary schools with emphasis upon the role of the principal and his/her relationship with personnel; administrative behavior analyzed in terms of tasks and processes that aid in improving educational programs. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated materials which includes an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed. Twenty clock hours of practicum experience in schools.

5990/483 Introduction to NBPTS: National Board Certification I(3)*Prerequisites: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).*

Exploration and analysis of the National Board for Professional Teaching Standards (NBPTS). Five core propositions, and the tenets of the NBPTS. Analysis of individual professional practice based on standards, and research of highly effective teaching. Planning, implementation and modification of curriculum and instruction based on this research. Planning and developing a personal framework of curriculum, instruction and aligned assessment and goals to document accomplished teaching during the National Board Certification assessment cycle.

5991/484 Foundations of Teaching and Learning: National Board Certification II (3)*Prerequisites: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).*

Developing knowledge and skills on student learning styles, knowledge of students, multiple pathways to instruction, learning environments, engaged learning methods, standard driven instruction, "Best Practices" in instruction, writing seminars, addressing diversity within the classroom, instructional resources, establishing family and community networks, setting instructional goals, classroom management, and contributions to the profession of teaching.

5992/485 Reflective Teaching Practices: National Board Certification III ... (3)*Prerequisites: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).*

Developing knowledge and skills on designing and implementing authentic assessment, using assessment to drive instruction, the architecture of teaching, differentiated instruction, using video to analyze professional practices, assessment of developmentally appropriate instruction and addressing special needs of students.

5993/486 Developing Content Knowledge and Pedagogy: National Board Certification IV(3)*Prerequisites: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).*

Developing knowledge and skills on research methods, content driven research, application of content knowledge to curricular goals and instruction, teaching standards, reflective practice and writing, teacher leadership, and student advocacy.

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

Prerequisites: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).

Introduction to the study of effective strategies for mentoring MBPTS candidates, including the analysis of entries according to National Board rubrics, standards, and portfolio requirements; facilitation and design of learning-centered professional development experiences; cognitive coaching; nature and structure of teaching and learning; NBPTS in school-wide context; aligning professional development to school improvement plan learning goals through the National Board for Professional Teaching Standards.

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

Prerequisites: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).

Advanced study of effective strategies for mentoring NBTS candidates, including the analysis of entries according to National Board rubrics, Standards, and portfolio requirements; facilitation and design of learning-centered professional development experiences; cognitive coaching; nature and structure of teaching and learning; NBPTS in school-wide context; aligning professional development to school improvement plan learning goals through the National Board for Professional Teaching Standards.

5999/398 Special Topics in Education (1-3)

Prerequisite: Consent of the department.

Educational problems that have a high degree of contemporary significance.

NOTE: All graduate students are eligible to enroll in 400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

**6010/601 Organizational Theory and
Educational Leadership(3)**

Prerequisite: Admission to doctoral program in Educational Leadership.

The study of conceptual frameworks to understand and improve the organizational dynamics of educational institutions. Critical examination of theoretical assertions and empirical knowledge. Implications of institutionalized organizational actions on long-term quality improvement.

6050/605 Statistics I(3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Examination of the different approaches of educational inquiry and the associated methods. Emphasis is on both descriptive and inferential statistics.

**6100/610 Curriculum and Instructional
Leadership(3)**

Prerequisite: Admission to doctoral program in Educational Leadership.

Exploration and analysis of the basic determinants of curriculum. Social factors that influence curriculum design, current trends and movements, and school reform efforts. Curriculum as a field of study through a historical perspective.

**6150/615 Philosophical Foundations of
Education(3)**

Prerequisite: Admission to doctoral program in Educational Leadership.

Examination of long established philosophical traditions, such as idealism, perennialism, essentialism, romanticism, pragmatism, existentialism, 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.

6200/620 Administrative Law(3)

Prerequisite: Admission to doctoral program in Educational Leadership.

In-depth critical examination of current legal issues and their educational implications. Cases germane to Illinois school boards, including torts/liabilities, contracts, and collective negotiations are emphasized. Additional issues include personnel administration (hiring and firing of staff), grievances, contract administration, and more.

6250/625 Statistics II(3)

Prerequisites: Admission to doctoral program in Educational Leadership.

Study in intermediate statistical methods normally found in research and work applications. Introduction to regression and factor analysis.

**6300/630 Public Policy and Politics of
Education(3)**

Prerequisites: Admission to doctoral program in Educational Leadership.

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.

6350/635 Qualitative Research.....(3)

Prerequisites: Admission to doctoral program in Educational Leadership.

Review of theories, methodologies, and findings of qualitative research. Design and implementation of fieldwork in various research settings; community, institutional, classroom, and life history studies. Examination of issues in qualitative research.

6400/640 Personnel Administration(3)

Prerequisites: Admission to doctoral program in Educational Leadership.

Exploration and analysis of the history, philosophy, psychological, and sociological factors affecting human resource management. An examination of employee satisfaction, academic freedom, facilitation and management of teamwork, hiring and assignment of staff, staff discipline, management of non-certified and non-teaching personnel, compensation and payroll, and staff development.

6450/645 Financial Administration(3)

Prerequisites: Admission to doctoral program in Educational Leadership.

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

6500/650 Educational Change and School Improvement(3)

Prerequisites: Admission to doctoral program in Educational Leadership.

In-depth examination of change process, change strategies, institutionalization of change, school self-renewal, reform programs for changing the organization of school systems, instructional programs, and the roles of educators to improve learning. Exploration of the pivotal role of educational leaders (boards of education, superintendents, college presidents) in educational improvement and building a community of learners.

6550/655 Educational Assessment and Evaluation.....(3)

Prerequisites: Admission to doctoral program in Educational Leadership.

Exploration of various models of evaluation and assessment. Identification of issues that impact upon district-wide assessment, such as school organization, instructional practices, or student achievement, and discussion relative to program effectiveness.

6600/660 Critical Issues in Urban Educational Leadership(3)

Prerequisites: Admission to doctoral program in Educational Leadership.

Overview of critical issues in educational leadership: organization of urban schools, school violence, vouchers, gender, equity in school finance, reading, integration, affirmative action, critical thinking, multicultural education, national curriculum, values, business, testing, teacher empowerment, mainstreaming, academic freedom, unions, and private schooling.

6650/665 Seminar in Research and Dissertation Development(3)

Prerequisites: Admission to doctoral program in Educational Leadership.

Development of a dissertation topic. Review and summary of relevant literature. The dissertation proposal thus developed will be submitted as a research component of the qualifying examination.

6700/670 Clinical Experience I.....(3)

Prerequisites: Admission to candidacy in the doctoral program in Educational Leadership, successful completion of Illinois Certification Test of Basic Skills, and successful completion of the Illinois Certification Test in Educational Administration.

Clinical experience for students with Type 75 certificates wishing to have a superintendent endorsement. One hundred clock hours in an educational institution at the regional or district level.

6710/671 Clinical Experience II.....(3)

Prerequisites: Admission to candidacy in the doctoral program in Educational Leadership, ELCF 6700/670, and successful completion of the Illinois Certification Test of Superintendency in Education.

Clinical experience for students with Type 75 certificates wishing to have a superintendent endorsement. One hundred clock hours in an educational institution at the district or state level.

6990/699 Dissertation(3 or 6)

Prerequisites: Admission to candidacy in the doctoral program in Educational Leadership.

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

Early Childhood Education

DEPARTMENT CHAIRPERSON:

Cathryn Busch

PROGRAM COORDINATOR:

Sureshrani Paintal

GRADUATE FACULTY: *Jean Murphy, Sureshrani Paintal, Patricia Steinhaus, Nasiah Cincircione Ulezi.*

The Department of Special Education, Early Childhood Education, and Bilingual Education (SEB) offers a Master of Science in Education degree in Curriculum and Instruction with an option in Early Childhood Education. The purpose of the program is to provide the experienced teacher an opportunity to gain new knowledge and skills in teaching and thereby improve his/her effectiveness in the classroom. The option in Early Childhood Education meets the guidelines of the National Association for the Education of Young Children (NAEYC). Completion of the Master of Science in Education degree in Curriculum and Instruction with an option in Early Childhood Education does not lead to teacher certification by entitlement.

The department offers two options for a Master of Arts in Teaching Degree in Early Childhood Education. Option one provides individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of Arts in Teaching degree in Early Childhood Education qualifies students for

the State of Illinois Initial Early Childhood Certificate; certification requires successful completion of the Illinois Certification Tests of Basic Skills, Early Childhood, and Assessment of Professional Teaching (Early Childhood, Birth to Grade 3). Option two is also available to previously certified teachers who wish to earn a subsequent certificate.

GENERAL REQUIREMENTS

- A minimum of one-half of the student's course work must be selected at the 5000-level.
- Successful completion of the comprehensive examinations.
- Completion of all degree requirements within six years.
- The Master of Science in Education in Curriculum and Instruction

SPECIFIC REQUIREMENTS

- Fulfillment of the general requirements for admission to graduate programs. Normally, students will be expected to have a minimum of three years of teaching experience at the time of completion of the program.
- Completion of either the thesis or non-thesis option requirement.

Required Core Courses 9 credit hours
ECH 5270/427, 5320/432, 5970/497.

Required Early Childhood Courses 18 credit hours
ECH 4850/385, 5250/425, 5280/428, 5440/440, ECEE 5462/462, Read 5230/405.

Elective..... 3 credit hours
3 credit hours selected in consultation with the graduate advisor.

Thesis or Non-Thesis

Requirement..... 3 or 6 credit hours

Select one of the following:

Thesis - ECEE 5466/466; or

Two courses selected in consultation with the graduate advisor.

The Master of Arts in Teaching

Applicants must meet all general requirements for admission to Chicago State University graduate programs as well as the following additional requirements:

- a bachelor's degree from an accredited college or university.
- a minimum grade point average of 3.0 (on a 4 point scale) in the final 60 credit hours of bachelor's degree course work (upper division and graduate level course work in fields other than education which was completed after the bachelor's degree will be considered for applicants whose GPA in their last 60 credit hours of bachelor's degree work is not high enough to be considered for conditional admission).
- a minimum grade of C and a minimum grade point average of 3.0 in the following undergraduate coursework satisfying general education requirements:
 - a) Three credit hours in each of composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory).
 - b) Nine credit hours from at least two disciplines in the humanities— fine arts (art, music, theater), foreign language, literature, philosophy.
 - c) Nine credit hours in the follow-

ing social sciences – U.S. history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.

- d) One course incorporating multicultural or global perspectives.
- a minimum grade of C and a grade point average of 3.0 in 18 credit hours of course work beyond the introductory level and at the 200 level or above in an approved undergraduate major;
 - two letters of recommendation;
 - successful completion of the Illinois Certification Test of Basic Skills;
 - No unresolved violations of the COE Professional Code of Conduct.

SPECIFIC REQUIREMENTS

35 semester hours required toward the master's degree; and up to 23 semester hours not satisfying master's degree requirements which may be undergraduate or graduate credit; minimum grade of B required in transfer courses.

Required Courses

ECH 0920/092, 5001/301G, 5008/308*, 5009/309G*, 4150/315*, 4170/317, 4180/318G*, 5319/319G*, 5020/402, 5120/412* 5270/427**, 5320/432, 5970/497; ELCF 5650/465; ED 5312/312 and 5845/485*; READ 5230/405*; SED 4301/301 and 4303/303*.

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

*** Certification in Early Childhood Education can be obtained before completing ECH 5970/497.*

Additional Requirements

Proof of a passing score on the Illinois Certification Content Area Test. Students must submit proof of a passing score on the Illinois Certification Content Area Test. Students must submit proof of passing the certification test to the Office of Field Placement before they will be allowed to student teach. In addition, all candidates must pass the Assessment of Professional Teaching (APT) certification test before completing student teaching.

SUBSEQUENT CERTIFICATE OPTION

Admissions Requirements

1. Initial, Standard, or Master Illinois Teacher Certificate;
2. Passing score report on Illinois Certification Test of Basic Skills;
3. Three months of teaching experience as a certified teacher;
4. GPA of 3.0 in last 60 hours (2.75 for conditional admission) at time of admission to Master's Degree Program;
5. Secondary and K-12 Programs only – equivalent of a major in the teaching area.

Prerequisites: Course work equivalent to:

- 1) S ED 4301/301;
- 2) S ED 4303/303 and ED 5312/312 or T&ED 4346/346 or passing score on the APT.

Required Courses (for certification and MAT): 32-35 semester hours

ECH 5001/301, 5009/309, 5150/315, 5170/317, 5180/318, 5319/319, 5020/402, 5120/412, 5320/432 or their equivalents at the graduate or undergraduate level.

Clinical Experiences: 70 required field hours in courses or ECEE 5462/462-summer field experience course.

Additional requirements for Master's Degree:

ECH 5970/497, ECEE 5466/466 (thesis option) or 6 semester hours of electives at the 5000-level (non-thesis option), comprehensive examinations.

EARLY CHILDHOOD EDUCATION (ECH)

Course Offerings

5000/300 Foundations For Instruction In Early Childhood Education(3)

Prerequisite: Pass English placement examination.

Instructional strategies and styles formulation of instructional objectives, lesson planning, unit development, and assessment techniques in early childhood. Writing emphasis course.

5001/301 History And Philosophy Of Early Childhood Education(3)

Prerequisite: ELCF 1520/152.

Historical and philosophical foundations underlying the development and organization of early childhood education in the United States. Contemporary influences on early childhood education programs.

5008/308 Creative Experiences In Early Childhood Education /Field(3)

Prerequisite: ART 4400/101, MUS 1134/134; ECH 5002/302 and admission to the College of Education.

Methods and techniques for providing creative experiences in the classroom and integrating literature, music and art activities in programs for young children. Fifteen hours of field experience per term.

5009/309 Speech And Language Development In Early Childhood(3)

Prerequisite: ECH 5002/302 and admission to the College of Education.

Understanding of language acquisition and development. Emphasis on methods used to facilitate language development.

5020/402 The Young Child/Field(3)

Prerequisite: Graduate status or consent of department.

Principles and concepts of development and learning in children ages 0-8, including integration of physical, cognitive, and social-emotional development. Emphasis on theories of and current issues in child development and on an understanding and involvement in professional development activities. Fifteen hours of field observation are required. Credit not given for both ECH 402 and ECH 302G.

5120/412 Reading And Language Arts For The Young Child /4/ Field(3)

Prerequisite: Admission to the College of Education or consent of department.

Theories, methods, and materials for facilitating and supporting reading and language arts, writing and spelling in primary classrooms. Fifteen hours of tutoring required. Credit not given for both ECH 412 and ECH 312 G.

5150/315 Child, Family And Community Relationship(3)

Prerequisite: ECH 5002/302 and admission to the College of Education.

Family patterns and their influences on the child. Parent-school relationship and parent education. Community influences and resources.

5170/317 Nutrition, Health And Safety Of The Young Child(3)

Health and safety concerns of young children in an institutional setting with emphasis on providing nutrition, health, and safety education to young children. Cannot receive credit for both ECH 316 and ECH 5170/317.

5180/318 Methods Of Instruction At The Pre-Primarylevel /Field.....(4)

Prerequisite: ECH 5002/302 or consent of the department and admission to the College of Education.

Methods and materials for teaching mathematics, science, and social studies at the pre-primary level. Twenty clock hours of tutoring per term.

5220/322 Administration And Supervision Of Child Care Services.....(3)

Prerequisite: Consent of the department.

For teachers and administrators of programs for young children. Models of programs for young children, scheduling, staffing, record-keeping, standards, licensing practices, building and budget needs. Parent-teacher (home-school) relationship and cooperation.

5240/324 Childhood Education.....(3)

Prerequisite: Consent of the department.

Developmental theories of early childhood and their implications for school practice in pre-kindergarten and in primary programs. Observations in a variety of settings.

5250/425 Contemporary Influences In Early Childhood Education.....(3)

Prerequisite: Restricted to master's degree candidates, ECH 402 or equivalent.

The nature of early learning, current controversies and research. Montessori and Piagetian theories and practices.

5270/427 Cognitive Developmental Theories And Their Implications(3)

Prerequisite: Restricted to master's degree candidates.

Consideration of Piaget's theory of cognitive development as well as other theories of the development of intelligence in the young child. Consideration of the implications of these theories for curricular materials and practices in school settings from pre-kindergarten through the early elementary years.

5280/428 Seminar: A Multidisciplinary Approach In Early Childhood Education(3)

Prerequisite: Restricted to master's degree candidates.

Child development as seen by other fields and other professionals: nutritionists, psychologists, sociologists, geneticists, etc. Concepts such as behavior modification, operant conditioning, sex, role behavior, aggression, modeling and identification; diagnosing, prescribing and evaluating teaching and learning in early childhood.

5304/304 Infant/Toddler Development And Programming.....(3)

Prerequisite: PSYC 2040/204 or consent of Department.

Development from conception through toddlerhood to age three. Emphasis on study of developmental domains in cultural context: perceptual, motor, cognitive (including brain), language, mental health, temperament, and social-emotional. Examination of systems which influence the continuum of healthy growth and development that impact programming. Integration of age-appropriate curricula and assessment.

5310/331 Literature For Young Children(3)

Prerequisite: Consent of department.

Designed to acquaint the teacher of young children with the wide variety of available literature and its many uses in the pre-kindergarten and primary years.

5319/319 Methods Of Instruction At The Primary Level Field/ (4)

Prerequisite: ECH 5002/302 or consent of the department and admission to the College of Education.

Methods and materials for teaching mathematics, science, and social studies in primary grades. Twenty clock hours of tutoring per term.

EARLY CHILDHOOD EDUCATION

5320/432 Curriculum For Preschool Primary Children.....(3)

Prerequisite: Restricted to masters degree candidates.

Consideration of curriculum for early childhood education. Methods of curriculum planning as well as consideration of current research in planning for language, reading, social studies, science, mathematics, art, music, play and movement areas within the curriculum.

5340/340 Montessori Method(3)

Prerequisite: Consent of the department.

Overview of Montessori philosophy, materials, methods, and curriculum.

5440/440 Development In Infancy.....(3)

Prerequisite: Restricted to master's degree candidates.

Consideration of development in infancy to include perceptual, motor, cognitive and language development. Fostering growth and development in infancy. Programmatic considerations for infant care in home and institutional settings. Introduction to ordinal scales for assessment in infancy.

5587/387 Developmental Role Of Play In Early Childhood(3)

Prerequisite: Consent of the department.

In-depth consideration of the developmental role of play in early childhood education. Methods and materials for fostering creative and developmental play activities.

5740/374 Field Practicum In Early Childhood Education /Field(3)

Prerequisites: Admission to the College of Education; Completion of a minimum of two (2) of the following courses: ECH 5008/308/G, 5120/312/G, 5180/318/G, 5319/319/G, and concurrent enrollment in the remaining; consent of the department.

Supervised hands-on experience in an early childhood classroom designed for students to apply teaching and learning strategies acquired in methods courses. Classroom management, school policies and rules, teaching strategies, and technology. One hundred clock hours field experience. To be taken the long semester prior to student teaching.

5750/375 Student Teaching In Early Childhood Education/Field(6)

Prerequisite: Admission to the College of Education; completion of all other coursework in the approved program; a 2.5 grade point average in the concentration, in professional education, and in all coursework required in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off-campus placement in a preschool setting (pre-K) and primary grade (K-3) classroom. University and cooperating school supervision. Five full days including seminar for 16 weeks. No other courses may be taken during the semester of student teaching. Credit will not be given for both ECH 285 and ECH 5750/375.

5850/385 Screening, Assessment, and Evaluation Of Young Children(3)

Prerequisite: ECH 5002/302 or equivalent and consent of the department.

General introductory course in screening, assessment, and evaluation of young children in early childhood education. Course presents all major tests for screening young children. Tests to assess the development of intelligence, fine and gross motor development, social-emotional development, physical development, and language are presented. Extensive testing outside of class is required.

5970/497 Research On Early Childhood Education(3)

Prerequisite: Restricted to master's degree candidates or consent of the department.

The study of research methods and topics in early childhood education. Writing a research paper on a topic in early childhood education.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION (ECEE)

Course Offerings

5000/400 Independent Study And Research(3)

Prerequisite: Restricted to master's degree candidates.

Provides the student an opportunity to pursue an investigation in a specific area of concern which is conducted in close consultation with a member of the faculty.

5462/462 Field Practicum/Field(3)

Prerequisite: Restricted to master's degree candidate experience in field work with children. Periods to be arranged.

5466/466 Master's Project/Thesis(3)

Prerequisite: Normally taken after the completion of 24 credit hours in the program.

Research and writing of thesis or project for master's degree. Student must continue to register for the course until thesis is completed.

Elementary Education*

DEPARTMENT CHAIRPERSON:

Rosemary Buteau

PROGRAM COORDINATOR:

Margaret A. Kelly

GRADUATE FACULTY: *Virginia-Ellen Jones, Zaida A. Cintron, Sherelene Harris, Harry Liebler, Gloria D. Pleasont, Karen M. Samson, Arlene Saretsky.*

The Department of Reading, Elementary Education and Library Information and Media Studies offers a program leading to a Master of Arts in Teaching degree in Elementary Education. The purpose of this program is to provide individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of Arts in Teaching degree in Elementary Education qualifies students for the (K-9, Type 03) State of Illinois Initial Elementary Certificate; certification requires successful completion of the Illinois Certification Tests of Basic Skills, Elementary Education, and Assessment of Professional Teaching (Elementary K-9). A second option is available for those who have already earned an initial certificate and are seeking a subsequent certificate.

GENERAL REQUIREMENTS

Applicants must meet all general requirements for admission to Chicago State University graduate programs as well as the following additional requirements:

- a bachelor's degree from an accredited college or university.
- a minimum grade point average of 3.0 (on a 4 point scale) in the final 60 credit hours of bachelor's degree course work (upper division and graduate level course work in fields other than education which was completed after the bachelor's degree will be considered for applicants whose GPA in their last 60 credit hours of bachelor's degree work is not high enough to be considered for conditional admission).
- a minimum grade of C and a minimum grade point average of 3.0 in the following undergraduate coursework satisfying general education requirements:
 - a) Three credit hours in each of composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory).
 - b) Nine credit hours from at least two disciplines in the humanities – fine arts (art, music, theater), foreign language, literature, philosophy.
 - c) Nine credit hours in the following social sciences – U.S. history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
 - d) One course incorporating multicultural or global perspectives.
- a minimum grade of C and a grade point average of 3.0 in 18 credit hours of course work beyond the introductory

level and at the 3000 level or above in an approved undergraduate major.

- two letters of recommendation.
- successful completion of the Illinois Certification Test of Basic Skills.

SPECIFIC REQUIREMENTS

34 semester hours toward the master’s degree; and up to 17 semester hours not satisfying the master’s degree requirements which may be undergraduate or graduate credit. Minimum grade of B required in transfer courses.

Required Courses

ELCF 400, 5650/465. ELED 0920/092, 4140/304*, 4150/305*, 4170/307*, 4190/320*, 5520/452; MIDS 5970/497; ED 5460/460*; READ 3700/270, 4280/308, 4160/370*; PSYC 5830/445; S ED 5301/301 and 5303/303; T & ED 5346/346

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

Additional Requirements

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

Proof of a passing score on the Illinois Certification Content Area Test. Students must submit proof of passing the certification test to the Office of Field Placement before they will be allowed to student teach. In addition, all candidates must pass the Assessment of Professional Teaching (APT) certification test before completing student teaching.

SUBSEQUENT CERTIFICATION OPTION

Admissions Requirements

6. Initial, Standard, or Master Illinois Teacher Certificate;
7. Passing score report on Illinois Certification Test of Basic Skills;
8. Three months of teaching experience as a certified teacher;
9. GPA of 3.0 in last 60 hours (2.75 for conditional admission) at time of admission to Master’s Degree Program;
10. Secondary and K-12 Programs only – equivalent of a major in the teaching area.

Prerequisites 1) Course work equivalent to S ED 5301/301; 2) S ED 5301/301 and ED 4312/312 or T&ED 5346/346; or passing score on APT.

Certificate only..... 25-28 semester hours
MAT 32 semester hours

Certification and
Master’s Degree 40-43 credit hours
Required Courses

ELED 5520/452, 5140/304, 5150/305, 5170/307, 5180/308, 5190/320; READ 3700/270, 5160/370 or their equivalents at graduate or undergraduate level.

Clinical Experiences

85 required filed hours in courses or ECEE 5462/462-summer field experience course.

Additional requirements for Master’s Degree

ELED 5521/497, ECEE 5466/466 (thesis option) and 9 hours of electives at the 5000 level, or 12 semester hours of electives at

the 5000-level (non-thesis option); comprehensive examination.

**Updates for this department were not available for this publication: Please contact the Chairperson of the Department for current information.*

ELEMENTARY EDUCATION (ELED)

Course Offerings

5010/301 Teaching Writing in the Primary Grades(3)

Prerequisite: Successful completion of the English Qualifying Examination.

Exploration of literacy processes in emergent writers; influence of writing on reading processes; instructional strategies and approaches for teaching writing in the primary grades.

5020/302 Teaching Writing in the Middle Schools(3)

Prerequisite: Successful completion of the English Qualifying Examination.

Exploration of literacy process in emergent writers; influence of writing on reading processes; instructional strategies and approaches for teaching writing to middle school students.

5140/304 Teaching Science in the Elementary School/4/ Field(3)

Prerequisite: Admission to the College of Education; completion of natural sciences requirement ELED 3010/201 or BIL 2000/200.

Techniques, methods, and materials for teaching science in the elementary school and middle school grades. Ten hours of tutoring for non-degree-seeking certification candidates. Twenty hours of tutoring for master's degree candidates. Credit will be given for only one of the following: ELED 214, ELED 5140/304, or MIDS 5230/315

5150/305 Teaching Social Studies in the Elementary School/4/ Field(3)

Prerequisite: Admission to the College of Education; ELED 3010/201 or BIL 2000/200.

Materials and methods for the development of social studies concepts in the elementary school and middle school grades. Cultural pluralism. Audio visual utilization, simple production and equipment operation relevant to expansion of the academic program. Video taping. Ten hours of tutoring for non-degree-seeking certification candidates. Twenty hours of tutoring for master's degree candidates. Credit will be given for only one of the following: ELED 215, ELED 5150/305, or MIDS 5240/325.

5170/307 Teaching Mathematics in the Elementary School/4/ Field(3)

Prerequisite: Admission to the College of Education; MATH 1010/140, 1020/141; ELED 3010/201 or BIL 2000/200.

Teaching mathematics in the elementary and middle school grades. Basic methods and materials for normal and exceptional children. Ten hours of tutoring for non-degree-seeking certification candidates. Twenty hours of tutoring for master's degree candidates. Credit will be given for only one of the following: ELED 207, ELED 5170/307, and MIDS 5220/310.

5190/320 Teaching the Fine Arts Humanities and Children's Literature in the Elementary School/Lecture and Laboratory/4(3)

Prerequisite: ELED 3010/201 or BIL 2000/200; ART 1100/101 or MUS 1134/134. Admission to the College of Education.

An integrated approach to teaching music, crafts, arts, rhythms and literature in the elementary school and middle school grades. Multicultural orientation; lecture and laboratory. Credit will be given for only one of the following: ELED 220, ELED 5190/320 or MIDS 5160/320.

5200/374 Field Practicum in Elementary Education/2(3)

Prerequisite: Admission to the College of Education ELED 5140/304G, 5150/305G, 5170/307G, 5180/308G; consent of the department. For non-degree-seeking certification candidates.

Supervised hands-on experience in elementary classroom designed for students to apply teaching and learning strategies acquired in methods courses. Course content includes classroom management, school policies and rules, teaching strategies and technology. One hundred clock hours in the field. To be taken the long semester prior to student teaching. Credit will be given for only one of the following: ELED 5200/374 or MIDS 5200/374.

5210/375 Student Teaching in Elementary Education/Field(6)

Prerequisite: Admission to the College of Education; completion of all other coursework in the approved program; a 2.5 grade point average in the concentration, in professional education, and in all coursework required in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off-campus placement in a primary classroom(K-3) and an intermediate (4-6) or upper grade (7-8). University and cooperating school supervision. Five full days including seminar for 16 weeks. No other courses may be taken during the semester of student teaching. Credit will be given for only one of the following: ELED 285, ELED 5210/375 or MIDS 5210/375.

5230/399 Special Topics in Elementary Education(1-3)

Prerequisite: Consent of the department.

Educational problems that have a high degree of contemporary significance in the field of elementary education.

NOTE: All graduate students are eligible to enroll in 400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5300/403 Teaching Mathematics in the Elementary School For Experienced Teachers(3)

Prerequisite: 12 credit hours in college level biological and physical science; admission to the College of Education; admission to the graduate degree sequence in Elementary Education; must have written approval of the EDEE graduate advisor.

Teaching mathematics in the elementary grades. Basic methods and materials for normal and exceptional children. Includes laboratory experiences at either the primary or intermediate-upper grade levels. For experienced teachers. Three semester hours of credit plus fifteen hours of tutoring.

5310/404 Teaching Science in the Elementary School For Experienced Teachers(3)

Prerequisite: 12 credit hours in college level biological and physical science; admission to the College of Education; admission to the graduate degree sequence in Elementary Education; must have written approval of the ELED graduate advisor.

Techniques, methods, and materials for teaching science in the elementary school for experienced teachers. Three semester hours of credit plus laboratory.

5320/413 Improving the Teaching of Elementary Mathematics(3)

Prerequisite: Bachelor's degree, experience in teaching elementary school children and consent of the department.

Review of research on current teaching practices in elementary mathematics. Topics such as the importance of mathematics in contemporary society, the role of calculators and computers in mathematics instruction, and individualization of instruction will be emphasized. (Not to be taken for teacher certification purposes.)

5330/414 Improving the Teaching of Elementary Science(3)

Prerequisite: Bachelor's degree, experience in teaching elementary school children and consent of the department.

Review of research on current teaching practices in elementary science. Topics such as the role of science in a technological society, ecology, energy conservation, and the natural resources crisis will be emphasized. (Not to be taken for teacher certification purposes.)

5340/415 Improving the Teaching of Elementary Social Studies (3)

Prerequisite: Bachelor's degree, experience in teaching elementary school children and consent of the department.

Review of research on current teaching practices in elementary social studies. Topics such as an environmental studies, multicultural and global education, values clarification, and career education will be emphasized. (Not to be taken for teacher certification purposes.)

5350/416 Improving the Teaching of Writing in the Elementary Classroom(3)

Prerequisite: Experience in teaching elementary school children and C.O.D.

Review of research and theory on composition, and exploration of different strategies to teach writing in the elementary schools. (Not to be taken for teacher certification credit).

5360/426 Classroom Management Principles(3)

Prerequisite: Experience in teaching elementary school children and consent of the department.

Identification of the dimensions of management and practice that combine to make a teacher an effective manager and disciplinarian.

5520/452 Elementary School Curriculum// Field/5(3)

Prerequisite: Restricted to master's degree candidates.

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

5521/497 Research On the Middle School ... (3)

Prerequisite: Restricted to master's degree candidates or consent of the department.

The study of research methods and topics pertaining to middle schools. Writing a research paper on topics pertaining to middle school education.

Middle School Education Option*

DEPARTMENT CHAIRPERSON:

Virginia Ellen Jones

PROGRAM COORDINATOR:

Nancy C. Grimm

The Department of Reading, Elementary Education, Library Information and Media Studies offers an elementary education option program leading to a Master of Arts in Teaching degree in Middle School Education. The purpose of this program is to provide individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate.

Completion of the Master of Arts in Teaching degree in Middle School Education qualifies students for an Initial Type 03 (K-9) Illinois Elementary certificate with middle grade endorsements in language arts and literacy/reading. Concentration coursework may lead to other middle grade endorsements such as science, mathematics, or social studies. Certification requires the successful completion of the Illinois Certification Tests of Basic Skills, (Elementary K-9).

The Middle School Education program is aligned with the National Middle School Association standards, the National College Accreditation of Teacher Education standards, the Association for Childhood Education International, and the Illinois State Board of Education Middle Level Standards.

GENERAL REQUIREMENTS

Applicants must meet all general requirements for admission to Chicago State University graduate programs as well as the following additional requirements.

- A bachelor's degree from an accredited college of university.
- A minimum grade point average of 3.0 (on a 4.0 scale) in the final 60 credit hours of bachelor's degree course work. (Upper division and graduate level course work in fields other than education which was completed after the bachelor's degree will be considered for applicants whose GPA in their last 60 credit hours of bachelor's degree work is not high enough to be considered for conditional admission).
- A minimum grade of C and a minimum grade point average of 3.0 in undergraduate coursework satisfying general education requirements; 3 credit hours in each of the following—composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory); 9 credit hours in at least two of the following humanities—the arts (music, art, theater), literature, philosophy, foreign language; 9 credit hours in at least two of the following social sciences—history, geography, economics, political science, anthropology, psychology, sociology, and including U.S. History or American national government; one course incorporating multicultural or global perspectives.
- A minimum grade of C and a grade point average of 3.0 in 18 credit hours of course-

work beyond the introductory level and at the 3000 level or above in one area from an approved undergraduate major.

- Two letters of recommendation.
- Successful completion of the Illinois Certification of Basic Skills.
- No unresolved violations of the COE Professional Code of Conduct.

SPECIFIC REQUIREMENTS

The master’s program requires 62 semester hours, 33 semester hours toward the master’s degree and up to 29 hours not satisfying the master’s degree requirements which may be undergraduate or graduate credit; minimum grade of B in transfer courses.

Required Courses

Literacy/Reading Core 9 credit hours
READ 5170/378*; LIMS 5002/324; and one of the following: READ 5150/365 or BIL 5150/350G.

Professional Education

Core 53 credit hours
ED 5480/480*; ELCF 5440/344*, 5000/400, 5650/465; PSYC 5210/377, 5840/455; S ED 302, 5303/303*; READ 3700/270, 5290/350*, 5160/370*, 5240/406; MIDS 5160/320*, 5000/400, 5970/497; one technology course approved by the department; and one of the following: MIDS 5220/310*, 5230/315*, 5240/325*, or 5250/330*.

** The course must be passed with at least a grade of C.*

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

Additional Requirements

- Completion of middle school education program assessment requirements including an approved electronic professional portfolio.
- Proof of a passing score on the Illinois Certification Content Area Test. Candidates must submit proof of passing the certification test to the Office of Field Placement before they will be allowed to student teach. In addition, all candidates must pass the Assessment of Professional Teaching (APT) certification test before completing student teaching.

**Updates for this department were not available for this publication. Please contact the Chairperson of the Department for current information.*

MIDDLE SCHOOL EDUCATION (MIDS)

Course Offerings

5000/400 The Middle Matters: Standards-Based Exploration of Middle Level Integrated Topics(3)

Prerequisite: Restricted to master’s degree candidates or consent of the department.

Integrating content, skills and pedagogical content knowledge of standards and current middle level research to apply problem-solving skills to real world problems that encompass national, state, and local standards at the intermediate and middle school level.

5020/302 Teaching Writing in the Middle School(3)

Prerequisite: Successful completion of the English Qualifying Examination.

Exploration of literacy processes in emergent writers; influence of writing on reading processes; instructional strategies and approaches for teaching writing to intermediate and middle school students. Credit will be given for only one of the following: MIDS 302 or ELED 302.

5160/320 Teaching Creative Arts in the Middle School/Laboratory/4/(3)

Prerequisite: Admission to the College of Education; Completion of ENG 1260/126, ART 1100/101 or MUS 1134/134; Completion of one of the following: ELCF 5440/344; ELED 3010/201; or BIL 2000/200.

Techniques, methods, materials, and content for teaching creative arts in intermediate and middle school settings. Emphasis will be placed on integrating the following into content areas: literature, music, crafts, arts, and rhythms. Credit will be given for only one of the following: MIDS 5160/320, ELED 5190/320, or ELED 220.

5200/374 Field Practicum in Middle School Education /FIELD(3)

Prerequisite: Admission to the College of Education and consent of department.

Supervised hands-on experience in an elementary classroom with intermediate and middle school emphasis designed for students to apply teaching and learning strategies acquired in methods courses. Course content includes: classroom management; school policies, rules, and laws; teaching strategies; dispositions; and technology. One hundred clock hours in field. To be taken the long semester prior to student teaching. Credit will be given for only one of the following: MIDS5200/ 374 or ELED 5200/374.

5210/375 Student Teaching in Middle School Education /Field(6)

Prerequisite: Admission to the College of Education; Completion of all other coursework in the approved program; a 2.5 grade point average in the concentration, professional education courses, and all coursework in the approved program; ED 0920/092; or and Consent of the department; and a passing score on the subject matter/content area certification test within the last five years.

Placement in an elementary field-based classroom with an emphasis in intermediate and middle school settings. University and cooperating school supervision will occur for the five full days over 16 weeks in the classroom plus one weekly seminar held on-site or on-campus. Credit will be given for only one of the following: MIDS 5210/375, ELED 5210/375 or ELED 285.

5220/310 Teaching Mathematics in the Middle School Laboratory/4/(3)

Prerequisite: Admission to the College of Education; Completion of Mathematics General Education Requirement (6 Hours); MIDS 3010/201; Completion of one of the following: ELCF 5440/344; ELED 3010/201; or BIL 2000/200.

Techniques, methods, materials, and content for teaching of mathematics in intermediate and middle school settings. Credit will be given for only one of the following: MIDS 5220/310, ELED 5170/307, or ELED 207.

5230/315 Teaching Science in the Middle School/Laboratory/4/(3)

Prerequisite: Admission to the College of Education; Completion of Natural Science General Education Requirement (12 Hours); Completion of one of the following: ELCF 5440/344; ELED 3010/201; or BIL 2000/200.

Techniques, methods, materials, and content for teaching science in intermediate and middle school settings. Credit will be given for only one of the following: MIDS 5230/315, ELED 5140/304, or ELED 214.

5240/325 Teaching Social Studies in the Middle School/Laboratory/4/(3)

Prerequisite: Admission to the College of Education; Completion of Social Studies General Education Requirement (12 Hours); MIDS 3020/202; Completion of one of the following: ELCF 5440/344; ELED 201; or BIL 2000/200.

Techniques, methods, materials, and content for teaching of social studies in intermediate and middle school settings. Additional emphasis will be placed on integrating technology into teaching the following content areas: branches of government (federal, state, local), balance of power, economics, geography, and the U.S. Constitution. Credit will be given for only one of the following: MIDS 325, ELED 305, or ELED 215.

5250/330 Workshop Methods of Reading and Language Arts in the Middle School/Laboratory/4/(3)

Prerequisite: Admission to the College of Education; READ 5160/370; Completion of one of the following: ELCF 5440/344; ELED 3010/201; or BIL 2000/200.

Provides preservice and inservice teachers with knowledge of methods of reading instruction in three areas: (1) word recognition, (2) vocabulary, and (3) comprehension. Credit will only be given for one of the following: MIDS 5250/330 or READ 5300/310.

Library Information and Media Studies

DEPARTMENT CHAIRPERSON:

Frank Cervone

The Department of Library, Information, and Media Studies (LIMS) offers a Master of Science degree in Library Science. The purpose of the master's degree program in library science is to provide students with preparation in the professional field of librarianship and media.

Specifically, the program seeks to provide a foundation of knowledge basic to all libraries and develop competencies for work in the professional field. The thrust of the program is to prepare candidates who are able to develop and administer library and media services in a changing multicultural, technological, urban society. Students may major in one of the following three librarianship concentrations: 1) school library information specialist (Type 10 Library Information Specialist), 2) technology in libraries, or 3) public/academic/special libraries.

The school library concentration requires a State of Illinois Initial or Standard Teacher Certificate, or admission to the College of Education and completion of the professional education and general education sequence necessary for initial teacher certification. Completion of the master's degree program with the school library concentration will qualify certified teachers and those seeking initial teacher certification for the State of Illinois Initial or Standard

Library Information Specialist Certificate (K-12, Type 10).

Program completion for certified teachers and those seeking initial certification requires passing the State of Illinois Certification Tests in Basic Skills, Library Information Specialist, and Assessment of Professional Teaching (Special K-12).

The school library Information Specialist concentration meets the standards of the Illinois State Board of Education (ISBE).

A 24-hour sequence of courses leading to an endorsement in media is also offered for students with a current State of Illinois Initial or Standard Elementary or High School Certificate. This sequence satisfies Illinois State Board of Education requirements for the Media Professional and Public Schools specialty area requirements in library science. A media endorsement for the middle grades requires six additional hours in middle school education.

MASTER OF SCIENCE DEGREE

General Requirements

- Certified teachers requesting admission to the M.S.L.S. program in the Library, Information, and Media Studies department are required to submit proof of a passing score report on the Illinois Certification test of Basic Skills passed anytime since 1987.
- Fulfillment of the general requirements for admission to the graduate program.
- Completion of a minimum of half of the courses applied to satisfy master's degree requirements at the 5000-level.

- Completion of all degree requirements within six years.
- Students seeking a Type 10 certificate are required to complete LIMS 5005/398G.
- Proof of passing the Content Area Test in Library Information and Assessment of Professional Teaching Test (Special: K-12).
- Non-certified candidates seeking initial certification are required to complete courses in general education and professional education as follows:

General Education

- Three credit hours in each of composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory).
 - Nine credit hours from at least two disciplines in the humanities – fine arts (art, music, theater), foreign language, literature, philosophy.
 - Nine credit hours in the following social sciences – U.S. history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
 - One course incorporating multicultural or global perspectives.
- Professional education: ELCF 1520/152, 2000/200, 5500/353*; PSYC 2020/206; S ED 5301/301 and 5303/303*; READ 5290/303*; LIMS 5004/370*.

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

Specific Requirements 37-40 cr hrs

Required Courses 22 credit hours

CM 5050/400, CM 5090/450, LIMS 5020/402, 5050/405, 5190/419, 5280/428, 5520/452

Concentration Courses 15-18 credit hours

Choose one of the following three concentrations for a total of 15-18 credit hours.

School Library (Type 10 Library Information Specialist Certificate)

197 LIMS 5005/398G, 5140/414, 5240/424, 5300/430. Three hours electives in library science and three hours electives in communications media (CM 5100/461 is recommended).

Public/Academic/Special Libraries*

LIMS 5110/411, 5120/412, and 5610/454. LIMS 5600/499 for 3 credit hours or LIMS 5060/406. Three hours electives in library science or communications media.

Technology in Libraries*

CM 5100/461, LIMS 5100/410, and 5170/417; LIMS 5600/499 for 3 credit hours or LIB5060/ 406. Three hours electives in library science or communications media.

* These concentrations are being revised. Please contact the department for the latest information Approved electives for all areas of concentration:

LIMS 50105140//401, 5140/414, 5170/417, 5230/423, 5240/424, 5560/456, 5590/490, CM 5090/450, 5100/461.

NON-DEGREE ENDORSEMENT IN
MEDIA FOR CERTIFIED TEACHERS

Specific Requirements

24 credit hours in library science course work

CM 5050/400, LIMS 5020/402, 5190/419, 5240/424, 5280/428, and 5300/430, and 6 credit hours of electives.

*Students who will work in a building that includes grades 5, 6, 7, and 8 and who do not already have a middle school endorsement must complete 24 credit hours of library science course work and two additional middle school endorsement courses, ELCF 5440/344 and PSYC 4210/377.

LIBRARY INFORMATION (LIMS)

Course Offerings

4000/300 Workshop on Library Media Problems.....(1-3)

Prerequisite: Consent of the department.

In-service course for teachers, librarians, media specialists, and administrators includes recent trends and practices in library media centers. (Not applicable for master's degree sequence.) May be repeated for a maximum of nine credit hours.

4001/323 Multicultural Materials.....(3)

A literature based approach to multicultural education using children's materials to depict experiences that are common to all, relating the things that make each group special and exploring the effects of racism on an individuals.

4002/324 Library Materials and Reading Guidance For Elementary/Secondary Teachers(3)

Focuses on children's and young adult's materials, stories, poems, nonfiction, films, recordings and their use in classrooms. Includes an examination of multicultural materials. (Not applicable for the master's degree sequence.)

5003/325 History of Literature for Children and Young Adults.....(3)

In-depth examination of the history of literature for children and young adults from the 15th to the 20th century. Research the origin of nursery rhymes, fables, fairy tales, folktales, myths, legends, and tall tales from various countries.

5004/370 Student Teaching and Seminar ... (6)

Prerequisite: Admission to the College of Education; completion of all coursework in the approved program; and a passing score on the subject matter/content area certification test within the last five years. Off-campus placement in both an elementary and secondary school in the library media center with both university and cooperating school supervision. Five full days for eight weeks at each level of instruction. Includes a seminar for the sixteen weeks.

5005/398 Clinical Experiences in School Library Media Centers... (1-2)

Appropriate clinical experience in elementary and secondary library media centers. Forty-five to one hundred clock hours of field experience per term. Note: All graduates students are eligible to enroll in 5000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5010/401 Reading of Young Adults.....(3)

Implications for library service of reading characteristics, patterns, and problems of young adults.

5020/402 Cataloging and Classification.....(3)

Introduction to principles and methods of descriptive cataloging, subject headings determination and classification. Practical applications of Anglo-American Cataloging Rules 11, Dewey Decimal Classification Scheme, Sears Subject Headings List II, and On Line Cataloging (OCLC). Ten clock hours of field experience per term.

5050/405 Library Literature and Research ..(3)

Evaluation of recent literature and research in librarianship and media. Identification of needed research.

5060/406 Seminar in Research(3)

Prerequisites: LIMS 5050/405 and consent of department.

Guidance in researching and writing thesis and special reports related to librarianship. Hours arranged.

5100/410 Library Information Retrieval Systems(3)

Prerequisite: Consent of the department.

A study of automation applications to library functions including information storage and retrieval.

5110/411 The Public Library(3)

The public library and librarian in society. Topics to be considered include structure and government, personnel, resources building, extension services, and public library systems.

5120/412 The Academic Library(3)

Principles and practices of academic libraries.

5130/413 Seminar in Trends and Problems in Librarianship(3)

Problems, issues, and trends (historical and current) in libraries and librarianship. Topics vary according to interests and needs of students.

5140/414 The Curriculum and the Media Center(3)

Study and evaluation of the media center and the media specialist's role in meeting curricular needs.

5170/417 Introduction to the Use of Computers in Libraries(3)

Practical application of the fundamentals of information science, abstracting, indexing, and data processing.

5190/419 Collection, Development and Usage of Reference Materials(4)

An introduction to basic principles, practices, problems, and resources needed for selection and acquisition of library information materials. A systematic review of commonly used reference aids and resources. Ten field clock hours per term.

5220/422 Seminar in International and Comparative Librarianship.(3)

Aspects of librarianship through comparisons of the United States with other selected countries.

5230/423 Seminar in Multicultural Materials (3)

Collection development and use of multicultural materials. Types of multicultural materials, general and specific reference sources for children and adults.

5240/424 Literature and Related Media for Children and Young Adults(4)

Emphasis on guiding children and young adult reading. Study of Children's and young adults' literature, traditional and modern, and other related materials for use by and with individuals, ages 3-18. Emphasis is on selection and evaluation of materials appropriate for school library resource centers and public libraries. Ten clock hours of field experience per term.

5280/428 Management and Organization of Libraries(3)

The organization and management of libraries with emphasis on planning evaluation, current problems on personnel and financial management.

5300/430 Administration of Media Centers .(3)

Survey of the problems in the management of media programs including formal methods of planning for resource based teaching. Methods of management and administration with emphasis on organizing staffing, financing, and use of evaluation standards. Designed to assist the student in developing an understanding of the application of management and administrative philosophies in all kinds of libraries including those for patrons with special needs. Fifteen clock hours of field experience per term.

5520/452 The Library in Society(3)

Principal types, development, and functions of libraries. Foundations of library and information sciences.

5560/456 Storytelling and Folk Literature ..(3)

Prerequisite: LIMS 5610/424 or consent of the department.

Materials, techniques, and practices in adapting folk and fairy tales, myths, legends, epics, picture books, and realist literature to storytelling and school curricula.

5590/490 Independent Study(1-3)

Prerequisite: Consent of the department.

Independent study of an aspect of media or librarianship of interest to the student. (May be repeated with different content.)

5600/499 Field Practicum(3)

Prerequisite: Completion of twenty-eight credit hours in master's degree program and consent of the department.

Supervised experience in library media centers with appropriate written reports. Nine clock hours of field experience per term. May be repeated in a different setting.

5610/454 Reference Sources And Methods ..(3)

Prerequisite: LIMS 5190/419 or consent of the department.

Examination of reference sources and problems. Applications to the social studies, humanities, and sciences.

COMMUNICATIONS MEDIA (CM)

Course Offerings

5000/310 Fundamentals of Instructional Design(3)

An introduction to contemporary processes and procedures in the design, validation and management of instruction.

5010/315 Instructional Television (3)

Utilization and production of television materials for instruction. Laboratory practice in design and production.

5020/316 Media Equipment Maintenance .. (3)

Consideration and development of equipment specifications for selection and purchase. Diagnosis and analysis of common equipment malfunctions.

5030/350 Media Resources for Teachers (2)

Audiovisual production and equipment operation; materials utilization for classroom teachers.

5040/361 Audiovisual Materials Production . (3)

Prerequisite: CM 5050/400 or consent of the department.

Production of a variety of projected and non-projected visual materials. Laboratory practice in production techniques.

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

5050/400 Survey of Technology for Libraries (3)

An introduction to the use and production of different media materials for the library/media center, including new technologies. Ten clock hours of field experience per semester.

5060/407 Problems in Media Selection(3)

Prerequisite: CM 5050/400 or consent of the department.

Evaluation, acquisition, and utilization of films, filmstrips, recordings, and other nonbook materials.

5070/408 Problems in Media Production ... (3)

Prerequisite: CM 5050/400 or consent of the department.

Analysis of instructional problems to develop appropriate instructional media. Laboratory practice in design, production, and presentation.

5080/409 Seminar in Educational Media(3)

Prerequisite: CM 5050/400 or consent of the department.

Role of media in the dynamics of social change and its effects on educational processes.

5090/450 Communications and Media Centers (3)

History, theories and processes of communication and mass media as related to media centers.

5100/461 Advanced Media Production (3)

Prerequisite: CM 5050/400 or consent of the department.

Advanced media production for library and classroom professionals, including web page design and distance learning utilizing traditional and cyberspace techniques.

Health, Physical Education and Recreation

DEPARTMENT CHAIRPERSON:

Mary Grace Bator

PHYSICAL EDUCATION GRADUATE

PROGRAM COORDINATOR: *Justy Reed*

The Department of Health, Physical Education, and Recreation offers a Master of Science in Education degree in Physical Education. Students may select one of two options leading to the degree: 1) the research (thesis) option or 2) the teacher education (non-thesis) option emphasizing teaching methodology and administration. Completion of the master's degree program does not lead to teacher certification.

The program affords an opportunity for continuing education in physical education beyond the bachelor's degree, particularly for in-service professionals, such as teachers and others in the fields of health and safety education, physical education and recreation. The physical education program is accredited by the National Association of Sports and Physical Education (NASPE).

GENERAL REQUIREMENTS

Fulfillment of the general requirements for admission to graduate programs.

- Completion of an undergraduate major, minor, or the equivalent

of at least twenty-four credit hours in physical education or a related field, or occupational experience and departmental approval.

- Completion of courses or their equivalents in biomechanics/kinesiology, measurement and evaluation, physiology of exercise, and adapted physical education, as prerequisites for the program.
- No more than six semester hours from other universities are accepted towards transfer credit.
- Completion of a minimum of thirty-three credit hours at the graduate level. Completion of all degree requirements within six years.

SPECIFIC REQUIREMENTS

Research Option (Thesis) 34 credit hours

Required Courses 12 credit hours

PE 5000/400, 5230/423, 5910/491. A thesis is required with PE 5910/491.

Elective Courses..... 12 credit hours

Courses to be determined with advisor

Teacher Education (Non Thesis)

Option 34 credit hours

Required Courses 24 credit hours

PE 5000/400, 5406, 5090/409, 5110/411, 5270, 5160/416, 5230/423, 5030

HEALTH AND SAFETY (HS)

Course Offerings

5020 HIV/AIDS and Other STD Issues... (2)

Current issues in HIV/AIDS and other STDs will be explored and discussed. Focus will be teaching young adults the facts of these diseases, promoting healthy relationships, and responsible sexual behavior. Discussion will also be introduced on the implications of these diseases in the world today and the future for young adults.

5030/303 Contemporary Methods and Materials in Health Education(3)

Contemporary principles, methods, objectives and functions of health sciences. Teaching techniques and curriculum design for school health programs.

5040/304 Principles of Public Health(3)

To serve as an orientation course for those interested in public health work; to update the student to the most recent public health techniques in vital statistics; epidemiological studies, environmental information, public health as an instrument for social change. The course also examines the future of public health.

5050/305 Contemporary Issues in Health Education(3)

Analyze current development, trends, and controversies in health education. Examine issues affecting the health educators in various work settings including public health, occupational health, safety and school health, and higher education.

5060/306 Current International Health Issues.....(3)

Critical analysis and in-depth investigation of ongoing and controversial national and international health issues.

5070/307 Current Health Problems of School Children(3)

A course designed to acquaint students with the recognition of the health problems of school children and their needs. Referral procedures for treatment and follow-up.

5080/308 Methods of Teaching Sex Education(3)

Acquaint students and teachers with current principles and methods of teaching human sexuality. Credit not given for both PE 308 and HS 308.

5400 Nutrition and Health For School Age Children K-12(3)

This course is designed to examine the principles of nutrition and their effects on the health of children grades K-12. Analyze current developments, trends, and controversies in nutrition. Discuss how nutrition issues affect the health educator and student in various areas including diet, exercise and disease.

5420 Drugs: Promoting Responsible and Healthy Behavior(3)

An investigation into the disease concept of chemical dependency, early intervention, and prevention methods in the areas of drugs, alcohol, and tobacco. History of drugs, disease concept of drugs, effects of drugs on health, and drugs' relationship to violence will be discussed through practice teaching methods for grades K-12.

5440 Personal Health and Wellness For Children K-12(3)

Covers the social, emotional and physical components of wellness with a focus on personal assessment and tools to design a wellness plan for life. Students explore methods for promoting health in the elementary, junior high and high school classroom.

5500/350 Driver Education(3)

Prerequisite: Valid Driver's license and consent of the department.

Highway rules and regulations. Materials, methods, and procedures. Emphasis on behavioral changes. Use of dual control cars in traffic. Can not be used as an elective in the graduate physical education program. Additional course fee.

5560/356 Advanced Traffic Safety and Instructional Methods(3)

Prerequisite: Valid driver's license; consent of department

Methods and techniques of range instruction for secondary school students. Instruction for multiple car programs. Practice and use of dual control car emphasizing updated defensive driving techniques. Credit cannot be given for HS 356G and HS 356 or 410. This course cannot be used as an elective in the graduate physical education program.

5570/357 Advanced Safety Education(3)

Prerequisite: Valid driver's license and consent of the department

Investigation and research of the major areas of safety to include home safety, fire safety, personal protection and fire arm safety, motor vehicle and pedestrian safety, natural/man-made disasters, recreational safety, occupational safety and school safety. Credit cannot be given for H S 357G and H S 357 or 411. This course cannot be used as an elective in the graduate physical education program.

5600/360 Consumer Health Education.(3)

In-depth analysis of why health consumers behave as they do and the economic costs of the health care system.

5610/361 Teaching Methods in Alcohol, Tobacco and Drug Education(3)

Overview of the alcohol, tobacco and drug problem in society. Special emphasis will be placed on classroom methods in drug use and abuse education.

5620/362 Curriculum in Health Education. . .(3)

Analyzes the significance of current trends in curriculum theory and design; develops objectives, content, learning approaches, resource teaching-learning materials and evaluation as components of a curriculum guide.

5630/363 Community Health(3)

Foundations for community health. Strategies for community health programs and health care delivery systems.

5990/399 Independent Study(1-3)

Independent research on special projects; offered with special consideration for those holding the baccalaureate degree and seeking health certification.

NOTE: All graduates students are eligible to enroll in 400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5980/498 Special Topics in Health and Safety(1-3)

Issues and problems that have a high degree of contemporary significance in a specific area of health and/or safety.

PHYSICAL EDUCATION (PE)

Course Offerings

5000/400 Research Methods in Physical Education and Sport(3)

Survey of research methods. Techniques of research, research design, statistical analysis theory and research ethics in physical education and sport. Identification and critique of research design, developing a research proposal. May not be taken concurrently with PE 423.

5010/401 Workshop in Outdoor Education: Wilderness Canoe Camping / Field.....(3)

A six day wilderness experience in the Boundary Water Canoe Area of the United States and Canada. Emphasis will be placed on canoeing skills, campsite organization, wilderness survival skills, and ecology.

5011/301 Applied Biomechanics /4/(3)

Prerequisite: be 5010, Z00L 2050/250 or consent of the department.

Structure and function of body muscles. Relationship to physical activity and performance.

5020/402 Introduction to Outdoor Education /Field.....(3)

Methods of organizing, and acquiring basic knowledge and skills of various forms of outdoor education activities. Thirty clock hours of field experience per term.

5022/302 Measurement and Evaluation in Physical Education /Lecture and Laboratory /4(3)

Prerequisite: Consent of the department.

Study, interpretation and practices in evaluative techniques.

5030/403 Motor Learning(3)

Selected gross motor experiences for the child with learning disabilities.

5033/303 Physiology of Exercise /Lecture and Laboratory/4(3)

Prerequisite: PSLY 2040/204; consent of the department.

Physiology of muscular movement relating to changes in the organism during and following exercise with emphasis upon the significance of such changes at various age levels.

5040/404 Analysis of Human Motion(3)

Advanced kinesiological study with application to teaching methods and problems in sports, body mechanics, and conditioning.

5050/405 Sociology of Sport(3)

The impact of physical education and athletics programs in current society. Comparison of curricula.

5055/305 Techniques of Officiating Activity /15/(2)

Interpretation and application of the principles, rules and techniques of officiating team sports and individual and dual activities. Fifteen clock hours of field observation and aiding.

5060/306 Physiology and Mechanical Aspects of Coaching(3)

Prerequisite: PE 5010/301, 5030/303 or consent of the department.

A study of the human body as related to the heart, lungs, conditioning, stress and mechanics of movement and anatomy as a benefit to coaching.

5070/407 Supervision of Physical Education.....(3)

The relationship between supervision and the development of effective teachers. Content focus includes generic supervision models, inquiry in regards to the meaning of effective teaching and effective supervision, and failures to traditional supervisory practices.

5077/307 Children and Youth in Sport and Recreation(3)

The consequences of participation in organized sport for children and youth will be examined from historical, developmental, philosophical, psychological, physiological, and sociological perspectives. The course will focus on the ethics, problems, and controversies of children's participation in sport. Credit not given for both PE 307 and REC 307.

5090/409 Psychology of Sport.....(3)

Practical problems associated with coaching and training a competitive athlete through high school and college years. Physical, intellectual, and psychological phases of an athlete's life as being relative to the contingency of high performance.

5099/309 History, Principles and Philosophy of Physical Education(3)

Biological, social, and psychological interpretations of physical education. Philosophical concepts from ancient Roman and Greek cultures to the present.

5100/410 Methods of Teaching Adapted Physical Education.....(3)

Materials and techniques for designing and implementing a program of adapted physical education for handicapped children and adolescents.

5110/411 Organization and Administration of Physical Education(3)

Facilities, equipment, space, time, costs, staff, faculty, administration, budget, buildings, and grounds, etc. involved in the promotion of a physical education program.

5150/415 Current Issues in Physical Education and Athletics(3)

The study of current issues as they relate to the fields of physical education and athletics.

5160/416 Physical Education Curriculum.(3)

Curriculum construction; content, analysis and evaluation. An examination and comparative study of existing curricula.

5170/317 Progressive Rhythmic Activities ..(3)

Progressive rhythmic activities for all grades, including singing games, folk and square dances.

5180/418 Seminar in International Physical Education Programs(3)

An analysis of the effect of various social, political geographical, cultural, and historical factors on the physical education programs in schools and other institutions or agencies, or selected countries of the world.

5200/420 Winter Outdoor Education / Field.(3)

Methods of organizing outdoor cold weather activities, and acquiring the basic knowledge and skills for active participation in these activities. Thirty clock hours of field experience per term.

5210/421 Intramurals, Club Sports and Campus Recreation(3)

Organization and administration of intramurals, club sports, campus recreation, extramural sports in junior high, senior high schools and universities; practical aspects of programming for groups and individuals.

5220/422 Adventure Education in the Schools(3)

An analysis of various types of nontraditional, yet physically challenging, physical activities with emphasis on cooperation, problem solving and noncompetitive techniques.

5230/423 Research Statistics and Reporting in Physical Education and Sport ..(3)

Prerequisite: PE 5000/400.

An overview of statistical analysis and reporting of data. Overview and use of computers to analyze data. Development of results and discussion sections of a research report. May not be taken concurrently with PE 5000/400, 5240/424, 5250/425, and 5260/426. Credit not given for both PE 412 and 5230/423.

5240/424 Developing A Research Problem ..(1)

Prerequisite: PE 5000/400; PE 5230/423 or 412.

Independent study under the direction of a department faculty member. Development of a research problem. Writing of an introduction/literature review, statement of the problem, and research question or hypothesis. Development of a method section. May be taken concurrently with PE 5250/425 and/or 5260/426. Credit not given for both PE 5240/424 and 414.

5250/425 Data Collection and Analysis(1)

Prerequisite: PE 5000/400; PE 5230/423 or 412; PE 5240/424 (or concurrent enrollment).

Independent study under the direction of a department faculty member. Development of a research problem. Data collection, analysis and writing of the results section of a research project.

5255/325 Theories and Principles of Coaching(3)

Introduction to principles of coaching youth and interscholastic athletes applicable across all sports. Focus on the American Sport Education Program's (ASEP) philosophy of "Athletes first, winning second" and how to put that approach into action. Course is one part of the ASEP coaching certification program—see PE or Recreation program descriptions for more information. Credit not given for both PE 325 and PE 326.

5260/426 Research Conclusions(1)

Prerequisite: PE 5000/400; PE 5230/423 or 412; PE 5240/424 and 5250/425 (or concurrent enrollment).

Independent study under the direction of a department faculty member. Development of a research problem. Drawing conclusions from data analysis. Writing of the discussion sections and completion of the research report.

5270 Epidemiology of Physical Activity .(3)

Prerequisites: PE 5000/400; 5230/423.

Survey of health-related aspects of exercise and physical activity from the perspective of the science of epidemiology to include: biological mechanisms for healthy adaptations to physical activity and exercise, prevalence rates of leading risk factors of illness and death in the United States, and determinants of physical activity participation.

5300/430 Integration of Physical Education Theory and Application to Golf . . .(3)

Integrates the sub-disciplines of physical education (anatomy, exercise physiology, biomechanics, motor learning, and sports psychology) with application to golf.

5310/431 Critical Study of Sport in Cinema(3)

Prerequisite: Graduate student status.

To critically watch sport movies in order to identify important societal issues rather than watch sport movies solely for entertainment.

5311/331 Personal Trainer Practicum/6.(3)

Prerequisite: Consent of the department.

Practical experience in personal training. Establishing, initiating, and conducting a trainer-client supervised relationship. Assessment, programming, record keeping, nutritional analysis, workout supervision and motivation.

5340/334 Theory and Principles of Physical Fitness(3)

This course is a lecture laboratory class designed to provide an understanding of the theory and principles behind fitness training, its effects on the body and its place in a healthy lifestyle.

5406 Analysis of Teaching in Physical Education(3)

A study of the major issues in RT-PE, the major questions pursued, methodologies used to address these issues, and the significant findings reported regarding these issues. Analysis and critique of the research on teaching in physical education.

5410/341 Personal Training Certification . . .(3)

Prerequisite: CPR Certification.

Lecture, discussion, and activity sessions in areas required for working with apparently healthy adults. Topics include: screening and evaluating, exercise program designs, exercise techniques, nutrition, motivational and leadership skills.

5420/342 Group Exercise Instructor Certification(2)

Prerequisite: Cardiopulmonary resuscitation certification.

Lecture, discussion and activity sessions in areas required for the proper and safe teaching of exercise class. /Lecture sessions include exercise programming, teaching methods, exercise physiology, applied anatomy, and fitness assessment. Activity sessions include stretching, conditioning, aerobic exercise, and fitness assessment.

5480/448 Principles of Sports Management(3)

Concepts of developing, implementing, and managing sports programs in high schools and colleges.

5490/449 Law and Liability in athletics, Physical Education and Recreation(3)

Provides an overview of important sport injury litigation; presents a chronological summary of athletic injury litigation involving males and females; provides discussion on rights of students and teachers; provides information on reduction of potential for liability

5500/450 Comparative athletic Programs. . .(3)

An analysis and comparison of philosophy, structure, and implementation of competitive sports and athletic programs in the United States and selected countries and cultures of the world.

PHYSICAL EDUCATION

5510/451 Planning Physical Education Facilities(3)

Developing sequential steps with regard to identifying the educational specifications for detailed qualitative and quantitative requirements involved in planning or constructing athletic and physical educational facilities.

5530/353 Methods and Practicum in Physical Education in the Elementary/Middle School Field(3)

Prerequisite: Admission to the College of Education

Exploration of the teaching skills required for effectively teaching physical education at the elementary/middle school. Determining skill proficiency levels, planning, organizing, establishing an environment for learning, strategies for maintaining appropriate behavior, assessing student learning, and teaching children with disabilities and from various cultural backgrounds are emphasized. Preparation for state certification is a component of the course. Fifty hours of field experience requires tutoring. A writing emphasis course. Internship experience requires 50 hours of tutoring for 15 weeks at student teaching site with field-based supervisor. Credit will not be given for both P E 244 and P E 353.

5540/354 Methods and Practicum in Physical Education in the Secondary School/Field(3)

Prerequisite: Admission to the College of Education, ELCF 5500/353 and READ 5100/306, or concurrent registration with ELCF 5500/353 and READ 5100/306.

Examination of the instructional, managerial, and social task systems that comprise the ecology of the classroom for the effective teaching of physical education at the secondary level. Teaching special populations and students of various cultural backgrounds is emphasized. Field experience requires tutoring. A writing emphasis course. Internship experience requires 25 hours of tutoring for 15 weeks at student teaching site with field-based supervisor. Credit will not be given for both PE 254 and P E 4540/354.

5750/375 Student Teaching in K-12 Physical Education/Field(6)

Prerequisite: Admission to the College of Education; completion of all other coursework in the approved program; a 2.5 grade point average in the area of specialization, in professional education, and in all coursework required in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off-campus placement in elementary, middle, or high schools in two or more grade levels: eight weeks teaching in an elementary school (grades K-8) or middle school (grades 5-8); eight weeks teaching in a high school (grades 9-12). University and cooperating school supervision. Five full days including seminar for 16 weeks. No other courses may be taken during the semester of student teaching. Credit will not be given for both P E 292 or 293 and P E 5750/375.

5800/380 Instructor Candidate Training(1)

Successful completion of this course is a prerequisite to all instructor-level American Red Cross Certifications. Content includes the organization's role of an instructor and methodology generic to all ARC instructor Certification classes.

5810/381 First Aid and CPR Instructor Certification (1-2)

Prerequisite: ICT Certification, certification in specific basic class(es).

Successful completion of this course will qualify the student to instruct ARC certification classes in first aid and CPR.

5820/382 Water Safety Instructor Certification(2)

Prerequisite: Demonstrate quality strokes, 50 yards front and back crawl, breast, side, elementary back and 10 yard butterfly; community lifesaving certification; instructor candidate training certification.

Successful completion of the course will qualify the student to teach and certify in: the Learn to Swim Program (I-VII); and, Infant and Preschool Aquatic Program (PAP).

5830/383 Lifeguarding Instructor Certification(3)

Prerequisite: Lifeguard Training certification, CPR for the Professional Rescuer certification, and Basic First Aid certification(may be part of class), and ICT certification.

Successful completion of the course will qualify the student to teach and certify in: Basic LIFE GUARDING; Lifeguard Training; modules (in waterfront, water park); CPR for the Professional Rescuer.

5840/384 Instructor Trainer Certification ... (3)

Prerequisite: Currently authorized to teach in desired specialty area, pre-interview questions, letter of recommendation, observation of teaching, 30-40 minute interview, acceptance as Instructor Trainer Candidate.

Instructor Trainer Candidate course, full specialty class observations, full specialty class co-teaching (cadre), observed solo teaching (cadre). Successful completion qualifies the student to teach and certify instructor-level ARC certification classes in the specialty area.

5850/385 Adventure Challenge Education in Recreation and Physical Education(3)

Use of a variety of leisure education environments for teaching and leading group activities in physical education and recreation, emphasizing trust, cooperation, problem solving, and physically challenging experiences. (This course is the same as REC 385.)

5860/386 Workshop in American Red Cross Instructor Certification/2 - 6/... (1-3)

Certification in an American Red Cross specialty area(s) i.e. life-guarding, WSI, instructor trainer, first aid, CPR. May be repeated for credit up to three credit hours.

5910/491 Thesis.....(1-6)

Prerequisite: PE 400, 423, and consent of the department.

Independent study in research and the writing of a thesis related to physical education.

5940/394 High Adventure Activities and Risk Recreation(3)

Exposure to various forms of high adventure outdoor recreation, e.g., cross-country and downhill skiing, orienteering, rappelling, horseback riding, canoeing, backpacking. Emphasis on learning and teaching the basic skills of outdoor activities through classroom discussion and active participation.

5950/495 Continuing Professional Development(1-3)

Attendance and participation at a prescribed number of research, technology, or methodology sessions at professional conventions. (May be repeated for credit, but a maximum of three credit hours can be applied toward the degree.)

5970/497 Workshop in Athletic Excellence.....(1-3)

Devoted to the objective of assisting athletic coaches at all competitive levels in conducting a successful program in their specific sport. The workshop may be general in nature, applicable to all sports or designed for a specific sport. (May be repeated, but a maximum of three credit hours may be applied towards the degree.)

5980/498 Workshop in Physical Education.....(1-3)

This course accommodates the many and varied experiences either too specific, too timely, or too intense to be covered in the traditional course format. Topics may vary from term to term based upon relevance and need. (Additional fees may be required; may be repeated, but a maximum of three credit hours may be applied toward the degree.)

5988/398 Workshop in Physical Education.....(1-3)

Prerequisite: Graduate student status or consent of the department.

Designed for teachers to study selected contemporary issues, trends, and problems in the field of physical education.

5990/499 Seminar in Physical Education... (1-3)

This course is devoted to a study of a pertinent issue or topic in an area of physical education. Topics may vary from term to term based upon relevance and need. (Additional fees may be required; may be repeated if topics are different, but a maximum of three credit hours may be applied toward the degree.)

5999/399 Independent Study(1-3)

Prerequisite: Undergraduate Jr./Sr. or graduate status; permission of instructor and consent of the department.

Investigate individual student-related problems in physical education and related areas.

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

RECREATION (REC)

Course Offerings

5000/300 Facility Management & Design ... (3)

Introduction to the basic concepts of leisure facility planning and design and examination of the relationship between facility design and operational management. Examination of issues pertaining to the design and management of public and private open spaces and facilities.

5070/307 Children and Youth in Sport and Recreation(3)

The consequences of participation in organized sport for children and youth will be examined from historical, developmental, philosophical, psychological, physiological, and sociological perspectives. The course will focus on the ethics, problems, and controversies of children's participation in sport. Credit not given for both PE 307G and REC 307G.

5100/310 Commercial Recreation.....(3)

An introduction of business requirements for viability in market-sector provisions, discussion of the scope and administrative function of for-profit leisure and recreation enterprises, including an analysis of planning, controlling, and developing such enterprises.

5200/320 Introduction to Travel and Tourism(3)

Acquaints the student with all aspects of travel and tourism as they relate to the leisure service industry with special focus on concepts, terminology, significance, and trends. Specifically, students will gain insight into the interdependence among tourism-related firms, the socioeconomic factors that contribute to travel, the significance of geography, and the political, cultural, and economic implications of travel and tourism.

5240/324 Management of Leisure Service Delivery Systems(3)

Prerequisite: REC 100, 200, and 220 or consent of department.

Strengthens the students' knowledge of the public administration of recreation programs and services provided by municipal, county, state and national departments and agencies as related to the general well-being of individuals, families and communities.

5250/325 Leisure in A Multi-Cultural Society.....(3)

Comparison of systems of recreation and leisure from different cultural settings and promotion of further understanding of the recreation discipline on a worldwide scale. The structure of this course will involve three dimensions of comparative analysis of recreation: historical, philosophical and sociological.

5260/326 Organized Camping.....(3)

Acquaints prospective camp administrators and program directors with problems, procedures and policies in the administration of the modern camp.

5270/327 Leisure and Youth at Risk(3)

Exploration of what it means to be classified as "youth at risk" and the potential benefits and negatives of leisure for this group. Emphasis on understanding the benefits of leisure, means of facilitating a positive leisure lifestyle, analysis of leisure-related behavior problems, and recreation program development and implementation. Laboratory experience required.

5280/328 Education For Leisure(3)

Theories, models and techniques for leisure education. An overview of leisure and the rationale for leisure education. Course will address leisure education for a wide variety of populations in settings such as park districts, schools, human service agencies and clinical settings. Includes the design of leisure education materials and programs. Laboratory experience required.

5290/329 Leisure Counseling(3)

Prerequisite: Consent of the department.

Exploration of services designed to assist individuals to develop leisure attitudes and utilization of resources.

5300/330 Overview of Therapeutic Recreation Services/Field(3)

Exploration of therapeutic recreation in community and clinical settings. An overview of the philosophical concepts of therapeutic recreation pertinent legislation and different disability groups. Awareness of the roles of the therapeutic recreation specialist, other leisure services providers, and human service providers in addressing the needs of persons with disabilities. Ten clock hours in field.

5310/331 Principles and Clinical Practices in Therapeutic Recreation /Field(3)

Prerequisite: REC 5300/330 or consent of the instructor.

Focus on therapeutic recreation content and process. Analysis of clinical intervention techniques and strategies, including treatment techniques, leisure education and role of recreation participation in the treatment process. Twenty clock hours in field. Credit can not be given for both REC 241 and REC 5310/331.

5320/332 Program Design and Evaluation in Therapeutic Recreation(3)

Systematic approach to the development and design of therapeutic recreation programs from conceptualization to evaluation. This will equip the student with skills necessary to systematically design and evaluate programs using various systems techniques.

5400/340 Community Recreation.....(3)

A study of the contemporary and historical role and interrelationships of public, private, and nonprofit community-based recreation and park agencies. This includes park and recreation departments, youth serving agencies, special recreation opportunities, and leisure businesses. Credit not given for both REC 340/G and REC 210.

5410/341 Therapeutic Recreation and Inclusion(3)

In depth look at inclusion. Exploration of the role of the therapeutic recreation specialist and the leisure professional in creating an inclusive environment. Course includes exploration of philosophy of inclusion, means and techniques for inclusion, review of pertinent legislation, facility and program accessibility and introduction to assistive technology.

5430/343 Administration of Therapeutic Recreation Services(3)*Prerequisite: REC 5300/330 and consent of the department.*

Emphasis on information which is specific to the administration of therapeutic recreation services. Topics including fiscal management, quality assurance, evaluation, and the marketing of therapeutic recreation as well as general administration.

5440/344 Issues, Trends and Contemporary Problems in Therapeutic Recreation(3)*Prerequisite: REC 240 and consent of the department.*

Critical issues and trends in therapeutic recreation. Contemporary problems will be discussed. Role of the leisure professional in the contemporary therapeutic recreation setting. Funding, ethics and legal responsibilities in public and private leisure settings as well as clinical agencies.

5500/350 Program Evaluation and Research in Leisure and Recreation(3)*Prerequisite: REC 1000/100, 2000/200, and Math elective.*

Overview of research concepts, approaches, methods, and techniques relevant to recreation and leisure services. Emphasis on program evaluation and needs assessment. Exploration of current research, development of a research proposal, and participation in the design and implementation of a class research project.

5540/354 Seminar and Methods for Recreation /Field*Prerequisite: REC 1000/100, 2000/200, 2200/220 and ENG 1240/124 or 1280/128 or consent of department.*

Introduction to field experience including techniques, methods and practices used. Exposure to practical application issues and trends in various recreation setting via readings, site visits, field work (fifty hours), guest speakers and interaction with practitioners. Identification of potential field work sites. Development of portfolio. Credit cannot be given for both REC 297 and 5540/354/G.

5750/375 Field Experience and Community Recreation/Professional Involvement /Field(9)*Prerequisite: REC 354/G and consent of department.*

Supervised professional field work experience plus additional requirements. Provides opportunity for practical application of classroom theory in professional field work. Experience in recreation planning, leadership, supervision, and program evaluation. Five full days including seminar for 16 weeks. No other course may be taken during the semester this course is taken. Credit not given for both REC 298 and 5750/375/G.

5850/385 Adventure Challenge Education in Recreation and Physical Education(3)

Use of a variety of leisure education environments for teaching and leading group activities in physical education and recreation, emphasizing trust, cooperation, problem solving, and physically challenging experiences. (This course is the same as PE 395.)

5980/398 Special Topics in Leisure and Recreation(1-3)

Selected issues and problems that have contemporary significance in leisure and recreation. May be repeated for credit. (A maximum of three hours may be applied to the master's degree.)

5990/399 Independent Study in Leisure and Recreation(3)*Prerequisite: Consent of the department.*

In-depth study to develop greater competency in a specific learning area or specific topic. In cooperation with the instructor, students arrange the focus and direction of the arranged activities. This course may also serve to assist the student in improving areas of deficiency.

Reading

DEPARTMENT CHAIRPERSON:

Rosemary Buteau

GRADUATE FACULTY: *Rosemary Buteau, Robyn Conner-Gilbert, Sherelene Harris, Angelique Jackson, Nicole Strange, Chyrese Wolf*

The Department of Reading, Elementary Education, and Library Information and Media Studies offers a Master of Science in Education degree in the Teaching of Reading.

Admission to the master's degree program in the Teaching of Reading requires possession of, or eligibility for, a current State of Illinois Initial or Standard Teacher Certificate. Evidence of passing the Illinois Certification Test of Basic Skills any time since 1987 is also required for admission.

Completion of the master's degree program in the Teaching of Reading qualifies students for the (K-12, Type 10) State of Illinois Initial or Standard Special Certificate in Reading. Certification requires the successful completion of the Illinois Certification Tests of Basic Skills, Reading Specialist, and Assessment of Professional Teaching (Special K-12). The program in the Teaching of Reading is accredited by the International Reading Association (IRA).

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

ing endorsement for the middle grades may require six additional hours in middle school education, ELCF 5440/344 and PSYC 5210/377.

Included in the program requirements are graduate level methodology and clinical courses, a research project, and/or a thesis. Guidelines for the degree program are drawn from the International Reading Association and the Illinois State Board of Education.

With the degree in reading education, a graduate can: 1) identify students needing diagnosis and/or remediation; 2) plan and implement a program of remediation; 3) evaluate student progress; 4) interpret student needs and progress in remediation to the classroom teacher and parents; and 5) plan and implement a developmental or advanced program of reading instruction, grades K-12.

An 24-hour sequence of courses leading to an endorsement in reading is also offered to students with a current State of Illinois Initial or Standard Elementary or High School Certificate. This sequence satisfies Illinois State Board of Education requirements for the Reading Specialist and Chicago Public Schools specialty area requirements in reading. A reading endorsement for the middle grades may require six additional hours in middle school education, ELCF 5440/344 and PSYC 5210/377.

GENERAL REQUIREMENTS

- Fulfillment of the general requirements for admission to the graduate program.
- Completion of courses in the teaching of reading and children's/adolescent's literature, as pre-requisites for the program.

- Possession of a current State of Illinois Initial or Standard Teacher Certificate or eligibility for an Initial or Standard Teacher Certificate. Students requesting admission to the M.S.Ed. in the Teaching of Reading will be required to submit proof of a passing score report on the Illinois Certification Test of Basic Skills passed anytime since 1987.
- Proof of passing the Illinois Certification Test in Reading as one of the assessments in READ 5260/413.
- Proof of passing the Illinois Certification Test of Assessment of Professional Teaching (Special K-12) as one of the assessments in READ 5250/412.
- Completion of all degree requirements within six years.
- A minimum of half of the courses applied to the satisfaction of masters degree at the 5000-level.

SPECIFIC REQUIREMENTS

34 credit hours for the Thesis Option

35 credit hours for the Non-Thesis Option

Required Courses 26 credit hours

READ 5200/361, 5210/403, 5220/404, 5230/405, 5240/406, 5250/412, 5260/413, 5270/424

Thesis Option 8 credit hours

READ 5440/444, 5530/453, 5560/456

Non-Thesis Option 9 credit hours

READ 5530/453, 5550/455, plus one elective

Reading Teacher Endorsement

Requirements 24 credit hours

(To be selected from each of the six required areas.)

Area 1: Foundations of Reading

ELED 4180/308**, READ 5290/303**, READ 5530/453*

Area 2: Content Area Reading

READ 5100/306, READ 5220/404*, READ 5240/406*

Area 3: Assessment and Diagnosis of Reading Problems

READ 5140/330, READ 5160/370, 5250/412*

Area 4: Developmental and Remedial Reading Instruction and Support

READ 5170/378, READ 5260/413*

Area 5: Developmental and Remedial Materials and Resources

READ 5180/395, READ 5270/424*

Area 6: Literature Appropriate to Students across All Grade Ranges

LIB 5002/324**, LIB 5010/401**, LIB 5240/424**

**denotes required course in CSU's approved Reading Specialist Program*

***denotes pre-requisite course in CSU's approved Reading Specialist Program*

CERTIFICATION TESTING:

Reading Specialist Certification Test #176 for the Master's Degree OR Reading Teacher Certification Test # 177 for the Endorsement

Additional Courses required for Middle Grade Endorsement if 1st Middle Grade Endorsement

ELCF 5440/344, PSYC 5210/377

READING (READ)

Course Offerings

NOTE: Graduate students-at-large who wish to enroll in professional methods courses to satisfy requirements for initial teacher certification must meet College of Education requirements and have the approval of the department advisor.

**0920/092 Reading Certification Review/
3hrs/Wk/5wks(1)**

Prerequisites: Admission to the Masters degree program in the Teaching of Reading or Reading Endorsement programs, successful completion or application pending to take the Illinois Certification Test of Basic Skills and application pending for the Reading test. A candidate must also have successfully completed a minimum of 24 hours in Reading for Field176: Reading Specialist. Endorsement candidates must show proof of a valid teaching certificate and must have successfully completed a minimum of 18 hours in Reading for Field 177: Reading Teacher.

A review of best practices of reading strategies, assessment techniques, theoretical concepts of reading comprehension and writing processes, and pedagogical issues in literacy/reading instructional practices. Also a review of linguistic and cognitive theories, current research in the field of reading and curriculum development for all grade levels. May not be counted for degree credit.

5000/302 Teaching Beginning Reading.....(3)

Prerequisite: Admission to the College of Education.

Study of the concept of reading readiness and the methods, materials, and skills employed in the teaching of beginning reading.

**5100/306 Content Reading for Middle and
Secondary School Teachers /3/....(2)**

Prerequisite: Admission to the College of Education

Strategies for teaching content area reading, exploring instruction with a focus on middle and secondary grade learners. Pre-service teachers practice incorporating content knowledge with principles of effective lesson planning and instruction. Credit not given for both READ 5100/306/G and ED 306/G.

**5140/330 Reading Diagnosis and
Remediation for the Classroom
Teacher(3)**

Provides an overview of reading and reading problems. Examines factors associated with reading disability. Candidates give both formal and informal assessments. Assessment linked to instructional and intervention strategies. Clinical Practices adapted for classroom use. Credit will be given for only one of the following: READ 5140/330 or READ 5160/370.

**5150/365 Foundations of Teaching Reading
to Special Populations (3)**

Examination of the special linguistic and other cultural factors that affect the teaching of reading to diverse populations. Research-based methods, strategies and materials will be compared and contrasted. Assessment practices will be evaluated as to their appropriateness for this specialized group of readers. Literature that reflects the language and culture of diverse populations and non-fiction works that celebrate the accomplishments of persons of similar backgrounds will be examined.

**5160/370 Reading Assessment for Classroom
Teachers(3)**

Prerequisite: READ 3700/270 or BIL 5150/350G; ELED 5180/308 or MIDS350 or READ350; and admission to the College of Education.

Outcomes-based assessment, reading assessments, and instructional implications of assessments are studied. Administration and interpretation of selected assessment instruments. Writing intensive course. Credit will not be given for both READ 300 and READ 5160/370.

**5170/378 Clinical Practice: Reading
Instruction(3)**

Prerequisite: READ 5160/370.

A clinical practicum in which students assess reading deficiencies and implement appropriate remediation activities in a school setting. Six weeks of individual tutoring required.

5180/395 Materials in Reading.....(3)

Published reading and audiovisual materials analyzed and developed for use in teaching reading.

5200/361 Language and Reading(3)

Includes the study of the linguistic and cognitive theories and research that are bases for current directions in reading instruction and material design.

5210/403 Essential Readings in Literacy(3)

Prerequisite: Admission to program/consent of the department.

Course examines: current theory and research of literacy as they relate to the development and implementation of integrated literacy curricula; sociocultural and socio-political issues of literacy learning, and the history of literacy practices and instruction.

5220/404 Comprehending Written Language: Theory and Research(3)

Prerequisite: Admission to program/consent of the department

Course examines connection between Theoretical concepts of reading comprehension and writing processes. Strategies of Comprehending and Composing text are explored. Credit not given for both READ 5220/404 and 410.

5230/405 Best Practices in Emergent Literacy(3)

Prerequisite: Admission to program/consent of the department

Examines theoretical, research, and pedagogical issues of emergent literacy learning practices. Draws parallels between reading and writing development; explores effects of home and cultural environments on literacy development and the relationship between socio-cognitive development and literacy learning. A variety of literature genres will be explored.

5240/406 Best Practices in Content Area Reading/Field/(3)

Prerequisite: Admission to program/consent of the department

This course examines the theory behind successful strategies for dealing with content area texts. The course focuses on how readers/learners process content materials. Credit not given for READ 408 and 5240/406. Twenty clock hours of tutoring required for students who are not certified teachers.

5250/412 Clinical Practices I: Assessment of Reading Disabilities /6/ Field(4)

Prerequisite: Consent of the department

A comprehensive study and practice of formal and informal assessment techniques, theory, research and teaching strategies relative to reading disabilities. Thirty-five clock hours of testing per term. Credit not given for READ 401 and READ 5250/412.

5260/413 Clinical Practices II: Remediation Strategies /6/ Field(4)

Prerequisites: Reading 5250/412 and consent of the department

Design and implementation of individual remedial programs for elementary and high school students based on assessment results. Sixty-five clock hours of teaching and testing per term. Credit not given for both READ 402 and READ 5260/413 412.

5270/424 Curriculum and Supervision in Reading.(3)

Problems of supervision in school organization, reading curriculum development, and reading objectives at all grade levels.

5280/308 Teaching Reading in the Elementary School/5/Field(4)

Prerequisites: Admission to the College of Education; completion of natural sciences requirement; ELED 3010/201 or BIL 2000/200, and READ 3700/270 or BIL 5150/350G.

Research based practices in teaching reading in the elementary classroom (K-8). Examination of a variety of methods and materials for teaching reading and developing literacy. Emphasis placed on theoretical foundations for reading strategies, differentiated instruction, classroom set-up, and management of the literacy block. *NOTE:* Ten hours of tutoring for non-degree seeking certification candidates. Twenty hours of tutoring for master's degree candidates. Credit will be given for only one of the following: READ 5280/308, ELED 208, ELED 5180/308G, or MIDS 5170/350 or READ 5291/350.

5290/303 Reading Instruction in the Elementary School.(3)

Prerequisite: Admission to the College of Education.

Knowledge of reading and language acquisition and processes; current instructional practices and materials (grades 1 through 8).

5291/350 Teaching Reading in the Middle School/5/Field(4)

Prerequisites: Admission to the College of Education: READ 3700/270 or BIL 5150/350/G; Completion of one of the following: ELCF 5440/344; ELED 3010/201 or BIL 2000/200.

Techniques, methods, and content for teaching reading in middle school settings. Emphasis will be placed in integrating reading into content areas. Credit will be given for only one of the following: READ 5291/350/G, MIDS 5170/350G; ELED 309

READING

**5300/310 Workshop in Reading
Instruction(1-3)**

Prerequisite: Admission to the College of Education.

Provides preservice and inservice teachers with knowledge of methods of reading instruction in three areas: word recognition, vocabulary, and comprehension. Each area is one credit hour. Students may register for one, two, or three credit hours.

**5310/390 Best Practices in Middle School
Reading.....(3)**

Prerequisite: Valid State of Illinois Teaching Certificate.

Middle school philosophy and specific reading practices geared to the middle school learner. Emphasis is on best practices in instructional planning and preparation, interactive learning strategies and assessment.

5440/444 Pre-Thesis Seminar(2)

Prerequisite: Restricted to master's degree candidates; Read 453.

Explore areas of research such as the relationship of reading to culture, cognition, language, psychology, sociology and method of instruction. Students will identify a problem and design a research project to examine the problem as it relates to reading.

**5530/453 Theories and Foundations of
Reading Instruction Research(3)**

Prerequisites: Restricted to master's degree candidates with 15 hours of coursework in, (remove comma) the Reading Master's Degree program or consent of the department.

Theoretical course dealing with principles of educational research. The course examines seminal research in areas of reading instruction, including models of reading acquisition.

5550/455 Seminar in Reading.....(3)

Prerequisites: Completion of all required courses for the Master's degree in the Teaching of Reading.

Problems in reading based on research in areas of culture, cognition, learning, language, physiology, and sociology. The designing of a research project for the Master's degree. Credit not given for READ 454 and READ 5550/455.

5560/456 Master's Thesis/Project(3)

Prerequisite: Completion of READ 5440/444 and all required courses for the master's degree in the Teaching of Reading.

Writing of thesis or project for the master's degree in the Teaching of Reading.

Secondary Education

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

CHAIRPERSON: *Mary Grace Bator (K-12)*

DEPARTMENT OF TECHNOLOGY AND EDUCATION

CHAIRPERSON: *Sylvia Gist (6-12)*

The departments of Health, Physical Education, and Recreation and of Technology and Education jointly offer the Master of Arts in Teaching degree in Secondary Education. The purpose of the program is to provide individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate.

Completion of the Master of Arts in Teaching degree in Secondary Education qualifies students for either the (Type 09) State of Illinois Initial High School (6-12) certificate in science, with a biology, chemistry, or physics designation, business, English, social science (with a geography or history designation), technology education, or mathematics; or Special K-12 certificate in visual arts, music, physical education, physics or Spanish. The area of concentration is dependent on the student's undergraduate major.

Certification requires successful completion of the Illinois Certification Test of Basic Skills, Content Area, and Assessment of Professional Teaching.

GENERAL REQUIREMENTS

- A minimum of one-half of the student's coursework must be selected at the 5000-level.
- Completion of a master's thesis, a project, or two additional graduate courses in the concentration area.
- Completion of a major research paper focused on teaching in an urban setting (requirement fulfilled in ED 5492).
- Completion of all degree requirements within six years.

SPECIFIC REQUIREMENTS

Applicants must meet all general requirements for admission to Chicago State University graduate programs as well as the following additional requirements:

- a bachelor's degree or higher from an accredited college or university in one of the following majors: biological science, business, chemistry, English, geography, history, technology (industrial education, mathematics, music, physical education, physics, Spanish art.
- a minimum GPA of 3.0 (on a 4 point scale) in the last 60 credit hours of bachelor's degree course work (upper division and graduate level coursework in fields other than education which was completed after the bachelor's degree will be considered for applicants whose GPA in their last 60 credit hours of bachelor's

- degree work is not high enough to be considered for conditional admission);
- a minimum grade of C and a minimum grade point average of 3.0 in the following undergraduate coursework satisfying general education requirements:
 - a) Three credit hours in each of composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory).
 - b) Nine credit hours from at least two disciplines in the humanities—fine arts (art, music, theater) foreign language, literature, philosophy.
 - c) Nine credit hours in the following social sciences – U.S. history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
 - d) One course incorporating multicultural or global perspectives.
 - a minimum grade of C and a GPA of 3.0 in 18 credit hours of course work beyond the introductory level and at the 2000 level or above in the major.
 - two letters of recommendation.
 - successful completion of the Illinois Certification Test of Basic Skills.

The master's degree requires 37 - 49 semester hours toward the master's degree and up to 9 semester hours not satisfying the master's degree requirements which may be undergraduate or graduate credit; minimum grade of B required in transfer courses.

6-12 Certification-Master's Thesis or Project Option 46 credit hours

T ED 5346/346G or ED 5213/321G; ED 5400/400*, ED 5490/490*; ELCF 5500/353G*, ELCF 5530/453; S ED 5301/301G, S ED 5303/303G; PSYC 5830/445; READ 5240/406*; ED 5450/450*, ED 5470/470*, ED 5999/499 and 6 hours of directed electives in content area.

6-12 Certification—Two-Course Option 49 credit hours

T ED 5346/346G OR ED 5312/312G; ED 5400/400*; ELCF 5500/353G, ELCF 5530/453; S ED 5301/301G, S ED 5303/303G; PSYC 5830/445; READ 5240/406*; ED 5450/450*, ED 5470/470*, ED 5490/490*; and 12 credit hours of directed electives in content area.

Subsequent Certificate for Certified Teachers (6-12)..... 17-20 credit hours

Prerequisites

Coursework equivalent to: 1) S ED 4301/301; 2) S ED 4303/303, and ED 5312/312 or T&ED 4346/346; or passing score on the APT.

Required Courses

ELCF 5530/453, 5500/353G; READ 5240/406; ELCF 5440/344G; PSYC 5210/377G; ED 5450/450 or their equivalents at graduate or undergraduate level.

Clinical Experiences

A minimum of 100 required field hours in courses course.

Additional Requirements for Master's Degree

ED 5490/490, ED 5999/499 or 6 hours electives, (at least 3 of the 6 elective hours at the 5000 level).

K-12 Certification Master's Thesis or Project Option 46 credit hours

T&ED 5346/346 or ED 5312/312; ED 5400/400*; ELCF 5500/353/G*; ELCF 5000/400; ELCF 5530/453; PE 5160/416 (for PE majors); S ED 5301/301/G; S ED 5303/303/G*; PSYC 5830/445; READ 5240/406*; ED 5450/450*; ED 5510/451*; ED 5750/475*; ED 5490/490*; ED 5999/499 and 3 credit hours of directed electives in content area.

K-12 Certification – Master's Research Paper and

Two-Course Option..... 49 credit hours

T&ED 5345/346/G or ED 5312/312G; ED 5400/400*; ELCF 5500/353G*; ELCF 5400/400; ELCF 5530/453 or PE 5160/416; S ED 5301/301G; S ED 5303/303/G*; PSYC 5830/445; READ 5340/406*; ED 5450/450*; ED 5510/451*; ED 5750/475*; ED 5490/490*; and 9 credit hours of directed electives in content area.

Clinical Experiences

A minimum of 100 required field hours in courses.

Additional Requirements for Master's Degree

ED 5490/490*, ED 5999/499 or 6 hours electives (at least 3 of the 6 elective hours at the 5000 level).

Additional Requirements

Proof of a passing score on the Illinois Certification Content Area Test. In addition, all candidates must pass the Assessment of Professional Teaching (APT) certification test before completing the program. All candidates must successfully complete the thesis of research paper prior to program completion.

EDUCATION (ED)

Course Offerings

5304/304 Reflective Assessment of Teaching Practice.....(4)

Prerequisite: Illinois Initial Teacher Certificate.

Preparation of self-assessment of teaching practice based on the Illinois Professional Teaching Standards. Includes self-assessment of classroom performance, teaching strategies, delivery of content, strategies for motivating students, communication skills, and professional conduct; observation, review and analysis of teaching practice. Approved by the Illinois State Board of Education for moving from an Initial to a Standard Teacher Certificate.

5311/311 Classroom Management for Student Teachers(1)

Prerequisite: Restricted to student teachers.

Basic information related to the methods of effective classroom management including: structuring a positive environment and effective organization for instruction. Additionally, student teachers will be encouraged to use these constructs to reflect on their own practices as they are actually in schools.

5312/312 Teaching With Technology/4/....(3)

Overview of the use of the microcomputer, digital camera, scanner, SmartBoard, and other technologies in education. Focus will be hands-on experiences with teacher support software and educational software for children using the Windows Operating System. Students may not receive credit for ED 5312/312/G, ED 210, and ED 310.

**5401/401 Technology, Schools,
and Learning(3)**

Graduate introduction to technology in education. Introduction and foundation to research, planning, and implementation issues related to technology in education. Coursework includes extensive reading list, classroom applications, and hands-on laboratory experiences. If credit is received for ED 5401/401, credit may not be received for any of the following: ED 5420/420, 5421/421 or 5422/422.

**5402/402 Technology Planning
and Educational Delivery(3)**

Graduate course designed to take participants through a step by step process to develop a technology plan directly related to Illinois state guidelines and local needs. If credit is received for ED 5402/402, credit may not be received for ED 5423/423 or ED 5424/424.

5403/403 Telecommunication Tools(3)

Introduction to basic telecommunication tools of the Internet, e-mail, and teleconferencing. Basic navigational skills for using the Internet will be developed and increased to permit each participant to create his or her own home page. If credit is received for ED 403, credit may not be received for any of the following: ED 5425/425, 5426/426 or 5427/427.

5404/404 Technology Tools Forlearning(3)

Fundamentals of productivity, authoring and presentation software packages. Productivity tools will include word processing, spreadsheets, and database applications. An authoring tool to design and present instructional material will also be introduced and applied in practical situations. If credit for ED 404 is received, credit for any of the following may not be received: ED 5428/428, 5429/429 or 5430/430.

**5405/405 Technology and Academic Success
Across Content Areas(3)**

Utilization of telecommunication and technology tools to develop instructional activities appropriate to students of varying abilities, achievement levels and interests from different social and cultural backgrounds. Development of projects in each of the content areas. If credit for ED 405 is received, credit for any of the following may not be received: ED 5431/431, 5432/432 or 5433/433.

**5415/415 Vocational Instructor
Practicum(1-6)**

Employment experience in business or industry for vocational teachers which relates to their teaching areas. Forty hours of employment will be required for each credit and four hours of seminar will help to relate the job experience and academic teaching responsibilities. Participating students will prepare a paper or project which relates the school curriculum or instruction to new requirements of employers. May be repeated for credit up to a total of six credit hours.

**5420/420 Research in Learning
and Technology(1)**

Overview of research literature in learning theory and its relation to technology education. Principles and "Best Practices" in learning research are examined in terms of major technology application categories. Credit will be given for ED 420 or ED 401, but not both.

**5421/421 Hardware and Software Trends
and their Implication for
Learning(1)**

Survey and analysis of the hardware and software trends specific to education. Implications for learning and technology found in schools. Credit will be given for ED 421 or ED 401, but not both.

**5422/422 Introduction to Authoring
Systems(1)**

Introduction to authoring systems and programs. Emphasis on authoring systems as tools to provide interactive content and presentation of information. Credit will be given for ED 422 or ED 401, but not both.

5423/423 Writing A Technology Plan(2)

Review of state guidelines for technology plans. Extensive examination of existing plans as basis for the development of a local technology plan. Credit will be given for ED 5423/423 or ED 5402/402, but not both.

**5424/424 Implementation of Technology
Networks in Schools(1)**

Examination of local (LANs), wide area networks (WANs), curriculum deliver, and staff development. Credit will be given for ED 5424/424 or ED 5402/402, but not both.

**5425/425 Introduction to Internet, E-Mail,
Teleconferencing(1)**

Basics of Internet, e-mail, and teleconferencing. Review of alternatives available and installation of software to use these services. Credit will be given for ED 425 or ED 403, but not both.

5426/426 How to Use Internet, E-Mail, and Teleconferencing(1)

Hands-on experience with internet, e-mail, and teleconferencing with explanation and practice of all common features available in these tools. Internet includes use of features to individualize browser to enhance use in instructional settings. E-mail features such as filters and mail groups are taught. Videoconferencing includes use of white boards and other collaborative features. Credit will be given for ED 5426/426 or ED 5403/403, but not both.

5427/427 Application of Telecommunication Tools in Instructional Settings.....(1)

Review of various instructional applications and internet, e-mail, and videoconferencing projects. Hands-on experiences in setting up and participating in such projects is provided. Credit will be given for ED 427 or ED 403, but not both.

5428/428 Introduction to Productivity Software.....(1)

Introduction to major applications of word processing, spreadsheets, and databases. Emphasis on basics of use in various instructional applications. Credit will be given for ED 5428/428 or ED 5404/404, but not both.

5429/429 Authoring Programs(1)

Comparison of most popular authoring programs. Hands-on application of one authoring program to the development of a lesson. Credit will be given for ED 429 or ED 404, but not both.

5430/430 Presentation Programs.....(1)

Review of the elements of a good presentation and popular software presentation programs. Use of a program to develop an original presentation. Credit will be given for ED 430 or ED 404, but not both.

5431/431 Technology Instruction in the Content Area.....(1)

Examination of technology applications across content areas. Software trends and availability in each content area. Credit will be given for ED 431 or ED 405, but not both.

5432/432 Technology Instruction for Students of Different Achievement and Ability Levels.....(1)

Examination of how technology can address the needs of learners of different achievement and ability levels. Ways of adapting software and technology application to better meet students with different needs. Credit will be given for ED 432 or ED 405, but not both.

5433/433 Technology Instruction for Students with Language and Cultural Differences(1)

Uses of technology to meet the needs of students with different language and cultural backgrounds. Examination of available software and ways to adapt existing software to better meet the needs of these students. Credit will be given for ED 433 or 405, but not both.

5450/450 Advanced Methods and Techniques for Teaching Subject Area Specialty in Secondary Schools /Field 30 Clock Hours(3)

Prerequisites: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching Secondary Education program; consent of the program advisor.

Examination and application of methodologies and techniques for teaching subject area specialty. Thirty clock hours of tutoring per term for students enrolled in the M.A.T. program in secondary education.

5460/460 Internship and Seminar Inelementary Teaching(6)

Prerequisites: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching Elementary Education Program; completion of all courses required for certification; consent of the program advisor; and a passing score on the subject matter/content area certification test within the last five years.

Sixteen weeks clinical supervision of teaching internship in an elementary school. Five full days per week including seminar.

5466/466 Internship in Alternative Program in Elementary Education(2)

Prerequisites: Admission to alternative master's/intern program in elementary education and consent of program advisor; and a passing score on the subject matter/content area certification test within the last five years.

Sixteen weeks of teaching internship under clinical supervision in an elementary school in a two-year internship program. Must be repeated for a total of 8 semester hours of credit over a two-year period to satisfy internship requirement for certification.

5470/470 Internship and Seminar Inteaching Subject Area Specialty in the Secondary Schools(6)

Prerequisites: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching Secondary Education Program; completion of all courses required for certification; consent of the program advisor; and a passing score on the subject matter/content area certification test within the last five years.

Sixteen week clinical supervision of teaching internship in an endorsed subject area at the secondary level. Five full days per week including seminar.*NOTE:* Sixteen week clinical supervision of teaching internship in an endorsed subject area at the K-12 level. Five full days per week including seminar.

5480/480 Internship and Seminar in Middle Level Teaching (6)/Field/ Five Full Days/Seminar One Hour Per Week/16 Weeks(3)

Prerequisite: Admission to the College of Education and the Master of Arts program at the Middle Level; Completion of all other coursework in the program; A 3.0 grade point average in all master's level coursework in the program; and consent of department.

Placement in an elementary field-based classroom with an emphasis in intermediate and middle school settings. University and cooperating school supervision will occur for the five full days over 16 weeks in the classroom plus one weekly seminar held on-site or on-campus.

5485/485 Internship and Seminar in Early Childhood Education(6)

Prerequisite: Admission to M.A.T. program in ECH and consent of the program advisor; completion of all courses required for certification; minimum 3.0 grade point average in master's degree courses; and a passing score on the subject matter/content area certification test within the last five years.

Internship in pre school (pre K) setting and primary grade (K - 3) classroom. Five full days for 16 weeks including seminar.

5490/490 Research in Secondary Education(3)

Prerequisites: Students must be accepted into the Masters of Science in Technology Education Program prior to enrolling in ED 5490/490.

Principles and methods of research in secondary education. Skills identifying problems, developing problem statements, formulating hypotheses, designing research studies, collecting analyzing and interpreting data, preparing a literature review and preparing a research proposal.

5510/451 Advanced Methods & Techniques for Teaching Subject Area Specialty in Elementary/Middle Schools(3)

Prerequisites: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching K-12 Education program; consent of program advisor.

Examination and application of methodologies and techniques for teaching subject area specialty for elementary and middle school. Thirty clock hours of tutoring per term for students enrolled in the M.A.T. program in K-12 education.

5750/475 Internship & Seminar in Teaching Subject Area Specialty in K-12 Schools(6)

Prerequisites: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching K-12 Education Program; completion of all courses required for certification; consent of program advisor; and a passing score on the subject matter/content area certification test within the last five years.

5820/382 Education Fundamentals for School Counselors(3)

Prerequisites: Conditional Admission to master's degree program in school counseling or consent of psychology department.

The structure, organization and operation of the P-12 educational system; the diversity of Illinois students and the laws and programs designed to meet their needs; and effective management of the classroom and learning process. Designed for uncertified students enrolling in the school counseling program. Fifteen hours of teaching-aiding.

5999/499 Thesis/Project in Secondary Education(1-6)

Prerequisites: Completion of ED 5490/490 and Admission into the College of Education and the Masters of Arts in Teaching Program.

Individually supervised research as approved by the department. Course content varies and is designed around a departmentally approved thesis or project. This is a variable credit course that will be repeated until research is accepted by the department.

Special Education

DEPARTMENT CHAIRPERSON:

Cathryn Busch

FACILITATOR: *John Larson*

The Department of Special Education, Early Childhood Education, and Bilingual Education (SEB) offers a Master of Science in Education degree in Special Education. Completion of the degree program qualifies students for the K-12, Illinois Standard Learning Behavior Specialist I (cross-categorical) certificate.

Admission requires 1) possession of, or eligibility for a State of Illinois Initial or Standard Teacher Certificate, and 2) proof of a passing score report on the Illinois Certification Test of Basic Skills passed anytime since 1987.

Non-certified candidates are required to complete courses in general education and professional education as follows:

General Education

- a) Three credit hours in each of composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory).
- b) Nine credit hours from at least two disciplines in the humanities – fine arts (art, music, theater), foreign language, literature, music, philosophy, theater.
- c) Nine credit hours in the following social sciences – U.S. history or American national government; child and adoles-

cent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.

- d) One course incorporating multicultural or global perspectives.

Professional Education

ELCF 152/465, 200/400; ED 5312/312; PSYC 206/210/ 218/445; ELED 201/452 or ELCF 5500/353*; ELED 5170/307*, 5180/308*; S ED 5301/301, 5475/475*.

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

Admission to the College of Education, which includes successful completion of the Illinois Certification Test of Basic Skills, is required prior to registration in any professional education courses other than ELCF 152/465, 200/400; ED 5312/312; PSYC 206/445; ELED 201/452; S ED 5301/301.

Illinois teaching certification requires that graduate students in the master's degree program leading to certification complete student teaching in special education unless they already hold an Initial or Standard Illinois teacher certificate and have teaching experience.

Admission to the master's degree program cannot be approved for applicants who are either uncertified or not experienced teachers until they are admitted to the College of Education.

The master's degree program in special education is accredited by the Council for Exceptional Children (CEC).

GENERAL REQUIREMENTS

Fulfillment of general requirements for admission to the program. Possession of a State of Illinois Initial or Standard Teacher Certificate, or admission to the College of Education and admission to a master's degree program for initial certification.

- Completion of SPED 5301/301/G and ELED 5140/304, 5150/305, 5170/307, and 5180/308, or pass new ICTS General Curriculum Certification test after completion of SED 5476/476, 5477/477, and SED 5304/304, 5476/476, and 5477/477.
- Completion of 34 credit hours at the graduate level in a degree prograCredit hours in student teaching earned in SPED 5475/475 will not be counted toward the degree.
- Comprehensive examinations near the completion of the degree option after demonstrating successful completion of LBS1 Illinois test.
- Completion of a Master's Thesis/ Project in Special Education towards the end of the degree program.
- A minimum of half the courses applied to the satisfaction of master's degree requirements at the 5000-level.
- Proof of passing the Illinois Certification Tests in Learning Behavior Specialist I prior to registering for comprehensive exams and Assessment of Professional Teaching (Special K-12) prior to completion of S ED 5488/488, and the Illinois General Curriculum Certification Test prior to enrolling in Cross Categorical Practicum (SED 5488/488.

Completion of all degree requirements within six years.

Specific Requirements 37 credit hours

Learning Behavior Specialist I

S ED 4304/304, 5476/476, 5477/477, 5478/478, 5481/481, 5482/482, 5484/484, 5487/487, 5489/489, 5488/488 and 5492/492

SPECIAL EDUCATION (S ED)

Course Offerings

5301/301 **Characteristics of Exceptional Children/Field.(3)**

Prerequisite: PSYC 2040/204.

Psychological theories concerning exceptional children. Identification, etiology, characteristics of intellectual, physical, emotional, social, behavioral, and educational variance. Fifteen clock hours of field observation.

5303/303 **Teaching Students with Exceptional Needs/Field(2)**

Prerequisites: SED 5301/301/G; Admission to the College of Education and completion of one methods course.

Classroom organization, curricular modification, and methods of teaching exceptional learners in the general education class. Focus on the following exceptionalities: gifted, learning disability, mild mental retardation, and autism. Emphasis placed on curricular modifications, alternative strategies, assessment and collaborative efforts with family, community members and related services personnel. Fifteen hours of observation.

5304/304 **Speech and Language Development and the Classroom Teacher.(3)**

Prerequisite: S ED 5301/301.

A study of the developmental aspects of speech and language. Emphases are placed on development during the early childhood stage and techniques for encouraging good speech and language in the classroom.

NOTE: All graduate students are eligible to enroll in 500-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5475/475 Cross Categorical Practicum(6)

Prerequisite: Completion of College of Education requirements for student teaching, completion of all other coursework in the approved program, and consent of the department; a passing score on the subject matter/content area and the Illinois General Curriculum Certification tests within the last five years.

Student teaching with elementary and high school students eligible for special education services. Designed to prepare prospective teachers for full-time classroom responsibilities in a setting which serves students who exhibit two of the following characteristics: emotional behavioral disorders, mild mental retardation (EMH), and learning disabilities. Credit not applicable to master's degree in special education.

5476/476 Characteristics of Learners with Behavioral, Learning and Cognitive Disabilities /Field(4)

Prerequisites: SED 5301/301/G.

Historical foundations, characteristics, identification and educational needs of learners with behavioral, learning and cognitive disabilities. Current definitions and classification systems, prevalence, terminology, social and behavioral characteristics, diagnostic and remedial procedures, and controversial issues in the field of behavioral, learning and cognitive disabilities. Fifteen hours of observation.

5477/477 Characteristics and Instructional Adaptations for Learners with Physical and Health Disabilities / Field(3)

Prerequisites: SED 5301/301/G.

History, characteristics, identification, etiology, and strategies for teaching learners with physical and health disabilities. Current definitions and classification systems, prevalence, terminology, behavioral characteristics, diagnostic and remedial procedures, social adjustments and controversial issues in field. Fifteen hours of tutoring and teacher aiding.

5478/478 Collaborative Relationships with Families and Professionals(3)

Prerequisites: SED 5476/476.

Basic concepts in supervision applied to consultation and collaboration with special educators, regular educators, parents and other interested parties. Understanding of special education procedures, school programs and legal rights. In-depth explorations of issues of culture, race, ethnicity and socioeconomic standing as related to working with parents and professionals.

5481/481 Adaptive Skills for Learners With Special Needs (3)

Prerequisites: SED 5476/476; READ 5290/303/G.

Methods and strategies to assist students with special needs develop critical adaptive skills. Emphasis will be placed on strategies for assessing and teaching functional academic and life skills needed by students to live independently in their home, school, and community settings.

5482/482 Curricular Adaptations for Learners with Special Needs(3)

Prerequisites: SED 5476/476; READ5290/303/G.

Advanced teaching methods, materials, and intervention strategies for learners with disabilities in a variety of educational settings.

5484/484 Classroom Management of Learners With Special Needs(3)

Prerequisites: SED 5476/476.

Essential skills in functional assessment, applied behavior analysis, behavior management appropriate for improving academic and social skills of learners with special needs; emphasis on designing learning environments that allow educators to teach academic and pro-social behaviors through the application of behavioral technology.

5487/487 Assessment Measurement and Evaluation of Learners with Special Needs.(3)

Prerequisites: Graduate Standing, SED 5476/476 and 5477/477.

An introduction to descriptive statistics, measurement theory, and tests used to assess intelligence, school achievement, aptitude, language development and social and emotional adjustment of exceptional children. Theoretical and practical aspects of assessing learners with special needs. Administration, interpretation and evaluation of a variety of formal assessment instruments; diagnosis and prescriptions.

ADDITIONAL COURSES

5489/489 Leadership & Professional Conduct(3)

Prerequisites: SED 5301/301, 5476/476, and 5477/477

Focus on theoretical and practical aspects of assessing learners with special needs. Information covered will consist of an overview of descriptive statistics and tests used to assess intelligence, school achievement, and aptitude of exceptional children. Techniques for administration, scoring, and interpretation are covered for a variety of norm referenced and criterion referenced assessment instruments. Case study reviews and interpretation are a major component for the course.

5488/488 Internship in Special Education / Field..... (3)

Prerequisites: SED 5476/476, 5477/477, 5481/481 AND 5482/482.

Applied practice in approved field settings (70 hours). Students will utilize knowledge and skills learned in characteristics and methods courses to successfully educate children and youth across a range of disability areas in academic subjects, functional life skills and social behavior.

ADDITIONAL COURSES

5305/305 Stress Management for Special Education Teachers(3)

Prerequisite: SED 301 and consent of the department

A study of psychological and physiological stress and related symptoms with an emphasis on the development of practical coping skills in the school and classroom.

5311/311 Characteristics of Children and Youth With Mental Retardation ..(3)

Prerequisite: SED 301.

Advanced study of mental retardation, including prevalence, definitions, classification systems, etiology, behavioral and learning characteristics, and problems of parental adjustment.

5313/313 Teaching Reading to Children and Youth With Mental Retardation ..(3)

Prerequisite: SED 311 and admission to the College of Education.

A study of teaching methods, materials, and organizational patterns used in teaching functional reading to children and youth who are mentally retarded.

5315/315 Occupational Problems and Procedures for Special Needs Students(3)

Prerequisite: consent of the department.

Employment opportunities, work experience, legal aspects, community agencies, and importance of academic areas to occupational adjustment for the mentally and physically disabled.

5317/317 Technology for Special Education Teachers(3)

An overview of technological devices and applications in special education. Emphasis is placed on computer assisted instruction (CAI) and the use of assistance devices for learning and daily living requirements for people with disabilities.

5400 Neurological Foundations of Learning and Learning Problems.....(3)

Prerequisite: Consent of the department.

A review of brain-function research and literature relating to human learning and learning problems and related topics including language, cognition, information processing, learning styles, psychomotor skills and affect. Emphasis is on educational applications and remediation of learning problems in children.

5406 Diagnostic Testing of Children with Learning Problems /Field(3)

Prerequisite: SPED 302.

Administration, interpretation, and evaluation of psychoeducational measuring devices, diagnosis, and prescription. Twenty clock hours of clinical experiences. Credit not given for both SPED 433 and 406. Additional course fee.

5450/450 Assessment and Evaluation of the Gifted/Field(3)

Prerequisite: SED 5452/452 and consent of the department.

Administration and interpretation of current assessment tools appropriate for groups of intellectually gifted children from varied backgrounds. Twenty hours of clinical experience.

5451/451 Analysis of Gifted Programming / Field.....(3)

Prerequisites: SED, 5450/450, 5452/452, 5453/453.

On-site analysis and evaluation of gifted programs in elementary and high schools. Students compare theoretical models for gifted programs to operating gifted classes and programs. Thirty hours of structured observation.

5452/452 Characteristics of Giftedness(3)

Identification, characteristics, etiology, and criteria for evaluation of gifted children and youth.

5453/453 Education of the Gifted Child / Field.....(3)

Prerequisites: SPED 5452/452 and consent of the department.

Teaching methods, materials, and intervention strategies for gifted children and youth. Thirty hours of classroom experience.

5454/454 Advanced Curriculum Development for Gifted Students(3)

Detailed analysis of Guilford's Structure of Intellect and Gardner's Multiple Intelligence with application of these models to classroom activities for the brighter child.

5461/461 Clinical Teaching I: Preschool Handicapped /Field(3)

Prerequisite: Consent of the department.

Practice in designing and implementing specific teaching strategies in a preschool class. Emphasis will be placed on prescriptive teaching. Twenty hours of classroom experience.

5466/466 Infancy, Risk, and Development ..(3)

Normal developmental expectations, risks to development and handicapping conditions during infancy. The need for early intervention as well as approaches to optimize the development of at-risk infants are stressed. Educational strategies for working with at-risk infants and their families are included.

5490/490 Workshop On Selected Topics in Special Education.(1-3)

Prerequisite: Consent of the department.

Advanced study of selected topics pertaining to the field of special education with emphasis on topics having a high degree of contemporary relevance. (May be repeated for a maximum of six credit hours.)

5491/491 Research Findings for Special Education Teachers(3)

Prerequisite: Consent of the department.

Study of the applications of research findings to classroom teaching practice in special education. Classic and contemporary studies are reviewed and implications for methodology and program organization are discussed.

5493/493 Special Study in Special Education.(3)

Prerequisite: Consent of the instructor.

Independent study and directed field research in an urban setting with emphasis on cooperative research investigation.

Technology & Education

DEPARTMENT CHAIRPERSON: *Sylvia Gist*

FACULTY: *Moussa Ayyash, Kelvin Gilchrist, Peter Linden, and Elizabeth Osika*

The Department of Technology and Education offers a Master of Science in Education degree in Technology and Education. The degree program focuses on the ability to use educational technology to enhance abilities to use educational technology to improve performance in K-12 schools, post-secondary education, higher education, business and industry, and government.

The core of the program focuses on research strategies, instructional design methodologies, and the effective use of technology. The program provides a comprehensive, applied approach to the effective use and management of technology to support education in order to improve performance.

Completion of the departmental degree program at the graduate level does not lead to teacher certification.

GENERAL REQUIREMENTS

- Fulfillment of the general requirements for admission to graduate programs.
- Completion of departmental admission requirements, including a writing and technology assessment.
- Completion of a minimum of 24 credit hours in a single concentration area at the undergraduate level.
- Completion of 39 credit hours to fulfill program requirements, of which 33 hours must be at the 5000-level.
- Completion of all required courses with a minimum grade of B (3.0) in each course.
- Completion of the departmental research requirement: thesis or project (fulfilled as part of T&ED 5999).
- Submission of an electronic graduate professional portfolio.
- Completion of all degree requirements within six years.

SPECIFIC REQUIREMENTS

Required Courses 21 credit hours

T&ED 5381/381G, 5392/392G, 5411, 5490/490, 5495/495, and 5999/499; PSYC 5830/445

Directed Electives: Business/ Industry Track..... 18 credit hours

CMAT 5310/310G; IT 5300/300G; PSYC 3160/338G; T&ED 5396/396G, 5451, 5496/496, or other course(s) to be selected with approval from program advisor.

Directed Electives: K-12 Technology Track 18 credit hours

ED 5423/423, ELCF 5540/454; T&ED 5347/347G, 5412, 5445/445, 5452/452, or other course(s) to be selected with approval from program advisor.

Directed Electives: Technology Research Track..... 18 credit hours

PSYC 5185/331G or T ED 5497/497; T&ED 5412, 5451; and 9 hours from either ED

5423/423, ELCF 5540/454; IT 5300/300G; T&ED 5346/346G, 5347/347G, 5396/396G, 5423/423, 5445/445, 5452, 5496/496, or other course(s) to be selected with approval from program advisor.

BUSINESS EDUCATION (BE)

Course Offerings

5300/300 Strategies in Teaching Entrepreneurship Education(3)

Prerequisite: Consent of the department.

Instructional strategies and materials used in starting, developing, and managing a new business.

5301/301 Principles of Word Processing Lecture and Laboratory /4(3)

Prerequisite: T&ED 1109/109, or consent of the department.

Overview of office equipment technology. Improvement of keyboarding, special key operations, speed, accuracy, editing, language skills, proofreading, formatting, and production.

5302/302 Advanced Word Processing /Lecture and Laboratory /4(3)

Prerequisite: BE 3301/301.

Specialized instructions in formatting, editing, proofreading, and language skills to produce error free copy in an office simulation.

5307/307 Entrepreneurship for Teachers ...(3)

Prerequisite: Consent of the department.

Principles, methods, and aspects of starting, developing, and managing a new enterprise.

5310/310 Sales(3)

Prerequisite: MKTG 3110/276 or consent of the department.

Principles, techniques, and processes for selling. The course also includes sales demonstrations and strategies of teaching sales.

5312 Ethics for Technology Education ..(3)

Theoretical concepts and examination of ethics, morality, legal, social, and management issues involved in technology education.

5312/312 Consumer Law(3)

To provide an understanding of consumer law which will be of use to students in their every day lives.

5320/320 Consumer Education(3)

Prerequisite: Consent of the department.

A study and review of research of the changing role of consumers, consumption of goods and services, and planning for the future. Issues and problems examined from the point of view of business, government, agriculture, and consumer.

5326/326 Electronic Office Procedures and Machines /Lecture and Laboratory /4(3)

Prerequisite: T&ED 1109/109, or consent of the department.

Emphasis on human relations, organizational skills, communication skills, and decision-making in the office. Operation of various office equipment.

5341/341 Principles of Spreadsheets /Lecture and Laboratory /6(3)

Prerequisite: T&ED 1109/109 or consent of the department.

Overview of DOS, development of basic skills of using help facility in spreadsheets, moving around the worksheet, typing cell entries, using commands, entering formulas and other spreadsheet keyboard skills. Taught on IBM compatible computers.

5342/342 Advanced Spreadsheets /Lecture and Laboratory /4(3)

Prerequisite: Consent of the department.

Specialized development of worksheet commands, expanding, and modifying the spreadsheet as a database. Taught on IBM compatible computers.

5343/343 Principles of Databases /Lecture and Laboratory /4(3)

Prerequisite: T&ED 1109/109 or consent of the department.

Overview of DOS, development of basic skills of using commands. Defining, entering, editing, and exiting databases. (Taught on IBM compatible computers.)

5344/344 Advanced Databases /4(3)

Prerequisite: Consent of the department.

Creating and designing forms and reports in database programs. Development of commands, subcommands and special keys in databases. (Taught on IBM compatible computers.)

5350/350 Office Management(3)

Prerequisite: Consent of the department.

Principles and practices in office and administrative services. Emphasis placed on the flow of man, material, and machines in the office environment.

5439/439 Research and Development in Office Technology(1-3)*Prerequisite: Consent of the department.*

Special reading, topics or projects in office technology. (May be repeated to a maximum of six semester hours.)

5498/498 Special Topics in Business Education(1-3)*Prerequisite: Consent of the department.*

Techniques of teaching new technological concepts or application of Business Education to new teaching situations.

5750/375 Student Teaching and Seminar: Business Education /Field(6)

Prerequisite: Admission to the College of Education; completion of all coursework in the approved program; grade point average of 2.5 in the area of specialization, professional education, and all coursework required in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off campus placement in secondary level schools in two or more grade levels of business skill and non-skill courses. University and field based school supervision. Five full days per week, including seminar, for one semester. No other courses may be taken during the semester of student teaching.

**INDUSTRIAL TECHNOLOGY
(IT) EDUCATION****Course Offerings****5300/300 Production Management(3)**

Perspective: nature, scope, concepts, responsibilities. Productivity: objectives, planning, decision making, technological aspects. Structure: authority, power, analysis, personnel. Organizational Behavior: communication, motivation, leadership. Control: budget, audits.

5319/319 Technical Problems I 2 Computer-Aided Drafting(3)*Prerequisite: Consent of the department.*

Recent developments, workshops, or independent study in the field of computer aided drafting. May be repeated for credit.

5320/320 Planning for Construction and Renovation of Property(3)*Prerequisite: IT 1121/121, 5328/328 or consent of the instructor.*

Planning for property renovation and the processes involved in securing funds, choosing property, pricing property, drainage plans, choosing contractors, securing building permits, inspecting work in progress, payouts for completed work, selecting tenants, and researching problems involved in the renovation process.

5323/323 Advanced Descriptive Geometry / Lecture and Laboratory /6(3)*Prerequisite: IT 2223/223.*

Mongeant and direct projection methods for solving engineering problems.

325 Engineering Graphics for Automation /Lecture and Laboratory /6(3)*Prerequisite: Consent of the department.*

Theory and practice in design of functioning machines. Computer graphics. Drafting techniques for production with numerically controlled machines.

5326/326 Architectural Design /Lecture and Laboratory /6(3)*Prerequisite: IT 2225/225 or consent of the department.*

Design of contemporary structures. Pencil, ink, and wash drawings.

5327/327 Equipment and Facility Planning / Lecture and Laboratory /6(3)

Laboratory standards, planning, equipment layout and specifications, tool and material storage, and safety standards.

5328/328 Computer Assisted Design and Drafting(3)*Prerequisite: IT 1121/121 and concurrent enrollment in CPT 1060/106.*

Study, demonstration and practice on CADD (Computer Assisted Design and Drafting Systems). Computer graphic concepts. Field trips.

5329/329 Technical Problems in Drafting / Lecture and Laboratory /2-18 ..(1-9)*Prerequisite: Consent of the department.*

Recent developments, workshops, or independent study in the field of drafting. May be repeated for credit.

5331/331 Basic Digital Electronics(3)

This course covers basic digital electronics leading to a good foundation for the study of microprocessors and computers. Basic studies covering the basic logic gates, binary numbering systems, and binary arithmetic utilizing logic hardware for experimentation in the laboratory.

5332/332 Basic Microprocessors /Lecture and Laboratory/6(3)*Prerequisite: Consent of the department.*

Lecture and laboratory study and experimentation with the latest family of microprocessors found in many present day microcomputers. This course will deal with microcomputer basics and arithmetic, the latest microprocessors, programming, and interfacing.

5333/333 Network Configuration II for Educators /6(3)*Prerequisites: IT 2233/233*

Techniques of managing, documenting and configuring interconnected networks and securing information about various networking devices. Course designed for those who deliver instruction. Additional course fee.

5334/334 Networking Practicum I for Educators /6(3)*Prerequisite: IT 2233/333*

Practical applications in designing and configuring Local Area Network (LAN); major project required. Course designed for those who deliver instruction.

5335/335 Electrical Or Electronic Applications/ Lecture and Laboratory /2-10 .. (1-9)*Prerequisite: Consent of the department.*

Recent developments in electrical and electronic devices and circuits. Designed for advanced students, journeymen, and vocational teachers.

5339/339 Technical Problems in Electronics / Lecture and Laboratory /2-10 .. (1-9)*Prerequisite: Consent of the department.*

Recent developments, workshops, or independent study in the field of electronics. May be repeated for credit.

5341/341 Graphic Design /Lecture and Laboratory /4(3)*Prerequisite: IT 142/1142.*

Basic design, layout, and typography. Copy preparation. Techniques of printing and basic photography.

5342/342 Introduction to Desktop Publishing /4.....(3)

Introduction to techniques used in the printing and publishing fields to create publications. Concepts of desktop publishing and imposing text and graphics from various software packages used to create these publications.

5344/344 Networking Practicum II for Educators /4(3)*Prerequisite: IT 2233/233 and IT 4333/333*

Practical applications in designing and configuring Wide Area Network (WAN); major project required. Course designed for those who deliver instruction.

5345/345 Advanced Graphic Arts /Lecture and Laboratory/2-10 (1-9)

Recent development in the field of graphics.

5348/348 Advanced Computer Assisted Drafting /4(3)*Prerequisite: IT 5328/328 or equivalent.*

Advanced CAD concepts using AUTCAD software. Higher level entity input and editing, customizing, and 3-D modeling.

5349/349 Technical Problems in Graphics/ Lecture and Laboratory /2-10 .. (1-9)*Prerequisite: Consent of the department.*

Recent developments, workshops, or independent study in the field of graphics arts. May be repeated for credit.

5352/352 Computer Integrated Manufacturing/4(3)*Prerequisites: IT 2250/250 and 5328/328.*

Study of the computer integrated manufacturing process as it relates to product planning, production engineering, automation technology, computer-assisted manufacturing, numerical control technology, robotics, and factories of the future.

5355/355 Advanced Metal Working /Lecture and Laboratory /2-10 (1-9)*Prerequisite: IT 1151/151 and CHEM 1550/155 or consent of the department.*

Continuation of metalworking on an advanced level.

5359/359 Technical Problems in Metals / Lecture and Laboratory /2-10 .. (1-9)*Prerequisite: Consent of the department.*

Recent developments, workshops, or independent study in the field of metals. May be repeated for credit.

5362/362 Advanced Cabinetmaking /Lecture and Laboratory /4(3)*Prerequisite: IT 2262/262 or consent of the department.*

Technical development and research problems associated with advanced cabinetmaking. Use of heavy-duty industrial equipment and production methods.

**5364/364 Finishing Materials and Methods/
Lecture and Laboratory /4(3)***Prerequisite: Consent of the department.*

Methods of finishing and refinishing by hand and with spray equipment; mixing and applying natural and synthetic stains, sealers, fillers, and surface finisher; rubbing, polishing, and baking.

**5365/365 Advanced Woodworking /Lecture
and Laboratory /2-10(1-9)***Prerequisite: Consent of the department.*

Continuation of woodworking on an advanced level.

**5366/366 Carpentry and Materials of
Construction /Lecture and
Laboratory /4(3)***Prerequisite: Consent of the department.*

Physical and mechanical properties of basic building materials and their applications in contemporary construction. Practice in the construction work connected with home building.

**5368/368 Period Furniture Design and
Construction /Lecture and
Laboratory /4(3)***Prerequisite: Consent of the department.*

A study of Early American, traditional, contemporary, French provincial, Italian provincial, Spanish, and other furniture styles. The student will select and construct a selected piece of furniture from one of the specific "periods."

**5369/369 Technical Problems in Woods and
Synthetics /Lecture and
Laboratory /2-10(1-9)***Prerequisite: Consent of the department.*

Recent developments, workshops, or independent study in the field of woods and synthetics. May be repeated for credit.

**5375/375 Advanced Auto Mechanics /Lecture
and Laboratory /2-10(1-9)***Prerequisite: Consent of the department.*

Thermal, electrical, and mechanical principles of the automobile. Emphasis on the power plant.

**5379/379 Technical Problems in Power /
Lecture and Laboratory /2-10 ..(1-9)***Prerequisite: Consent of the department.*

Recent developments, workshops, or independent study in the field of power. May be repeated for credit.

**5382/382 Construction for Neighborhood
Redevelopment /Lecture and
Laboratory /2-10(3)***Prerequisite: IT 1121/121 and 5328/328 or consent of the department.*

A "hands on" course designed to look at and involve students in construction methods. Training provided to light frame construction, including planning, layout, insulation, electrical circuits and heating duct insulation, and building floors, walls, ceilings, sidings and roofs. Students will construct a small multi-room building.

5385/385 Introduction to Quality Control ... (3)

Techniques for controlling the quality of products or services and improving quality through process control. Projects involving design of quality systems.

**5469/469 Research and Development in
Construction/2-10/(1-9)***Prerequisite: Consent of the department.*

Application of scientific principles in the development of new construction techniques or new commercial products in the construction industry. Advanced research methodology will be used to identify and formulate solutions to industrial production problems. (May be repeated for a maximum of nine credit hours.)

TECHNOLOGY AND EDUCATION (T&ED)

Course Offerings

**5315/315 Business and Professional
Communication(3)***Prerequisites: Consent of department.*

Application of the fundamental processes of communication in business and professional simulations, such as conferences, job applications, interviews, reports and research papers. Writing emphasis course. Credit will not be given for both BE 315 and T&ED 5315/315 or ENG 2790/279

**5330/330 Microcomputer Applications /Lecture
and Laboratory /4/(3)***Prerequisite: Consent of the department.*

Application and hands-on experience related to business software using operating systems, and spreadsheet, database, word processing and presentation applications. Credit will not be given for both B E 330 and T&ED 5330/330.

5346/346 Presentations /Lecture and Laboratory 4/(3)*Prerequisites: Consent of the department.*

Techniques, procedures and applications for designing and delivering traditional, electronic and Internet presentations. Emphasis in education, business and industrial settings on developing presentations for delivery of instruction.

5347/347 Cyberspace Publishing /Lecture and Laboratory 4/(3)

Fundamentals for developing internet publications through the integration of text, graphics, photos, audio, video, and animation using publishing, design and authoring tools and markup languages. Credit will not be given for both T&ED 5347/347/G and IT 347/G.

5348/348 Advanced Web Page Design /6/ .. (3)*Prerequisites: T&ED 5347/347 or IT 347.*

Advanced techniques for designing, developing, re-designing and managing Web sites.

5354/354 Shop Maintenance /Lecture and Laboratory 6/(3)

Upkeep and care of school shop tools, equipment, and machinery.

5381/381 Distant Learning Technologies 4/(3)*Prerequisite: T&ED 2120/120 or 5346/346 with a minimum grade of C.*

Strategies, tools, and techniques for designing and delivering instruction using distance education technologies.

5384/384 Organization and Administration of Cooperative Occupational Education Programs(3)*Prerequisite: T ED 5398/398 or consent of the department.*

Theoretical concepts, curricular development, and administrative techniques in the operation of work experience career exploration programs. Used as a trade certification course.

5385/385 Supervision of Industrial Safety ..(3)

History and growth of occupational safety; the Occupational Safety and Health Act of 1970; Workmen's Compensation Insurance; accident records; injury rate accident investigation, analysis and cost; safety program organization; specific industrial safety problems.

5388/388 Technology, Pollution and the Law(3)*Prerequisite: Consent of the department.*

A study of modern technology as related to methods used to control pollution in our industries. A major focus will be placed on the role played by federal, state, and local laws in controlling industrial pollution.

5389/389 Special Topics in Technology Education(1-3)*Prerequisite: Consent of the department.*

Techniques of teaching new technological concepts or application of technical education to new teaching situations.

5390/390 Field Experience(1-9)*Prerequisite: Consent of the department.*

Substantive study and activity planned by the student, university supervisor, and field consultant. Supervised experience, discussions, written reports. (May be repeated for a maximum of nine credits.)

5391/391 Internship: Technology and Education/Field(2)*Prerequisite: Admission to College of Education; T&ED 363 (or concurrent enrollment).*

Site-based experience in educational setting. Credit given for only one of the following: T&ED 5391/391/G, T&ED 387/G, IT 387/G, or BE 340/G.

5392/392 Development of Teaching Aids / Lecture and Laboratory 4/(3)*Prerequisite: Consent of the department.*

Design, construction, use, and evaluation of teaching aids.

5393/393 Conference Leadership(3)

Industrial conference methods, purpose, advantages, limitations, techniques. Practice in planning, leading, evaluating and summarizing.

5394/394 Operation of Cooperative Occupational Education Programs(3)*Prerequisite: T ED 5384/384 or consent of the department.*

Principles, problems and procedures of operating cooperative education programs in secondary and postsecondary educational settings. Focus on program operation in relation to implementing federal laws and state and local plans in Illinois. Used as a trade certification course.

5396/396 Industrial Supervision.(3)

Problems, practices, and principles. Overview of organizational objectives through management of human resources. Communication, motivation, change initiating, discipline, delegation skills.

5397/397 Vocational Guidance(3)

Current concepts of vocational counseling stressing usable materials and practical guidance.

5398/398 Foundations of Occupational Education(3)*Prerequisite: Consent of the department.*

History, objectives, educational principles, legislation, leadership, and practices of occupational education with emphasis on vocational education in the State of Illinois. Used as a trade certification course.

5399/399 Modern Industries(3)

Personnel and management organization. Industrial relations, production, and distribution procedures in basic industries. Implications of occupational education for industry. Field trips.

NOTE: All graduate students are eligible to enroll for 5400/400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5410/410 Legal Problems in Technology and Education(3)

A survey and analysis of certain special areas of law such as contracts, torts, administrative law, and labor law with particular attention to the case as it relates to the field of occupational education.

5411 Survey Research Methods.(3)

Study of the effective creation, use, and analysis of surveys; including when survey research is appropriate, methods and ethics regarding the administration of surveys, and the appropriate analysis of results. This course will introduce basic statistical concepts.

5412 Ethics for Technology Education Teachers(3)

Theoretical concepts and examination of ethics, morality, legal, social, and management issues involved in technology education

5445/445 Network Administration Technologies.(3)

Purpose and types of communication that link people, products and resources via electronic means; the benefits that each networking technology offers education, business and government organization; and administration and implementation issues.

5451 Quality Methods for Instructional Technology(3)

This course will review the foundational concepts of quality and systems theory in industry and education. Students will then take an applied approach to assessing and implementing quality of instructional and industrial technology systems. Change management, gap analysis, stakeholder issues, formative and summative evaluation, and feedback cycles are all concepts covered in the course. Students will conduct an independent quality assessment.

5452 Planning and Financing Technology Programs(3)

An applied approach to issues of financial management and resource generation for technology programs. Focus on the development of proposals for funding of technology programs. Resource allocations and planning for the short and long term management of technology will also be discussed. Each student will develop a proposal for potential submission to a funding agency.

5482/482 Vocational and Technical Education in Foreign Countries ... (3)*Prerequisite: Consent of the department.*

A review of the various vocational and technical programs found around the world and their impact on industrial growth and social progress. The major focus will be on the specific means by which people are trained for industry.

5485/485 Methods of Teaching Occupational Clusters(3)*Prerequisite: Consent of the department.*

Methods and techniques for teaching subject matter in occupational education organized according to families of occupations or clusters usually in a general or multiple activity school shop or a school production setting. An approach to career education exploration at the middle school level.

5486/486 Advisory Committees in Vocational Education(3)

Perspective, understanding, and organization of advisory committees. Focus on the use of advisory committees in secondary and postsecondary educational settings in relation to implementing federal and state laws and local vocational plans in Illinois.

5488/488 Contemporary Vocational Education in the United States ... (3)

Rudiments of vocational education as affected by current federal legislation and career education thrusts, formal school and delivery structures, and models for future vocational training in the United States.

5490/490 Research Studies in Technology and Education(3)

Prerequisite: Students must be accepted into the Masters of Science in Technology Education Program prior to enrolling in T&ED 5490/490.

Analysis and evaluation of theses, dissertations, and other formal research conducted by business, education, government and industry.

5492/492 Problems and Trends in Technology and Education(3)

Innovative curricular concepts, teaching techniques and technology for contemporary programs.

5494/494 Problems in Cooperative Programs.....(3)

Prerequisite: Consent of the department.

Workshop sessions covering specific instruction, supervision, and training for teachers seeking state approval as teacher coordinators. In-school vocational instructors of education and office occupations.

5495/495 Curriculum Development in Technology and Education(3)

Relationship of community needs and curriculum development. Analysis of educational philosophy and performance objectives to identify learning activities resulting in desired behavior changes.

5496/496 Administration and Supervision of Technology Education.....(3)

Prerequisite: Consent of the department.

Explores problems, practices, and principles entailed in the administration and supervision of modern technology training in secondary education and vocational settings.

5497/497 Tests and Measurements in Occupational Education(3)

Design and construction of evaluative exercises and objective tests.

5498/498 History and Concepts of Occupational Education(3)

Basic concepts and practices of occupational education. History, leadership, and public policy.

5630/363 Methods of Teaching Vocational/ Occupational Subjects /Field(3)

Prerequisite or co-requisite: ELCF 5500/353; Admission to the College of Education

Methods and techniques for teaching vocational, occupational and applied technical subjects including agricultural education; business, management and marketing; health occupations; family and consumer science and industrial technology education. Thirty clock hours in field. Credit not given for both T&ED 5630/363 and any of the following courses: BE 351, BE 352, and OE 395. Used as trade certification course. Writing emphasis course.

5750/375 Student Teaching in Technology Education(3)

Prerequisite: Admission to the College of Education; completion of all other coursework in the approved program; a 2.5 cumulative GPA in area of specialization, in professional education, and all required coursework in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off campus placement in secondary schools in two or more grade levels. University and cooperating school supervision. Five full days including seminar for 16 weeks. No other courses may be taken during semester of student teaching. Credit given for only one of the following: OCE 273, IT 370/G, T&ED 370/G, T&ED 5750/375/G.

5899/493 Advanced Master's Research ... (1-3)

Prerequisite: T&ED 5490/490 and consent of department. Restricted to T&ED Department masters degree students and/or consent of department.

Culminating research paper for students following the two-course option for the Master of Science Degree in Technology and Education.

5999 Seminar in Research (1-6)

Prerequisite: Admission to the College of Education and the Masters of Science in Education degree in Technology and Education.

Individually supervised research as approved by the department. Course content varies and is designed around departmentally approved thesis, project or paper. This is a variable credit course that will be repeated until research is accepted by the department.

COLLEGE OF HEALTH SCIENCES

DEAN:

Dr. Joseph A. Balogun

ASSOCIATE DEAN:

TBA

DEGREE PROGRAMS

Post Baccalaureate Certificate in Health Information Administration

Master of Occupational Therapy (MOT)

Mission

The College of Health Sciences is the unit within the University responsible for developing, and administering programs related to the education of health care professionals. This unit consists of the Departments of Health Information Administration, Health Studies, Nursing, Occupational Therapy, the Wellness / Health Center and the HIV/AIDS Research and Policy Institute are the service units within the College. The College accepts the central mission of the University and provides the opportunity for professional education to students without regard to race, age, gender, religion, ethnic origin, or disability.

The purpose of the College is to promote educational excellence and achievement of its students by preparing them to be caring, culturally sensitive, professionally responsible, competent practitioners in a global society. Towards these ends, the faculty recruits, educates, and graduates individuals from groups who are underrepresented in the health professions. Students are educated in a caring climate which fosters a deep commitment to their personal and professional growth, and instills within them an appreciation for the personal and professional growth of others. All the professional programs offered in the college are accredited by their national professional organization.

As a community of scholars, faculty and students work with communities to develop and implement collaborative teaching, research and educational opportunities that enhance health and wellness. Graduates are prepared to successfully pass their professional licensure/credentialing examinations and to deliver quality health care to all clients.

Consistent with the stated mission, the goals are to:

- Produce competent health professionals who possess a sense of social, personal, and professional responsibility and can assume beginning leadership and management roles in a variety of health care systems.
- Promote interdisciplinary education and practice among students and faculty.
- Provide professional education which builds on prior educational and life experiences.
- Provide a foundation for continued professional development and graduate study.
- Provide health and wellness services to the university and the local communities.
- Provide continuing education workshops for health professionals.
- Develop and implement health professional programs to meet current and future health needs of the community.

The College of Health Sciences is committed to the philosophy of interdisciplinary education. Students enrolled in the college for a degree or a minor are required to take the service learning course (HSC 321/3321) and the Introduction to Health Professions (HSC 150/1150). Service learning is a strategy that enables students to learn and develop their leadership skills through active participation in a structured service project that help meet the community needs. The experiences bring the students out of the classroom into the “real world” to enable them utilize their skills, develop their critical thinking abilities, and group problem solving proficiency.

Service learning differs from the traditional clinical affiliation experience because it

extends learning beyond the four walls of the clinical environment to foster the character development of students by involving them in the communities thus promoting their altruistic spirit. The service learning course includes both a didactic/ educational component, and a service component that provides opportunity for students to lead and make meaningful contributions to the ethnic minority communities in the South Side of Chicago.

College of Health Sciences Credo Statement

The College of Health Sciences faculty and staff believe

- The student is the most important person on the campus for without them there would be no institution.
- In the worth, dignity and uniqueness of all people.
- That we live in an increasingly global society.
- That strength comes from giving voice to diversity and that every student has a right to be successful.
- That quality service is the foundation for everything we do.
- In promoting excellence in teaching, learning, scholarship and service.
- In an open world where dialogue is a way of sharing ideas, experiences and information.
- That people have different ways of learning and knowing.
- That learning is a dynamic and ever changing lifelong process.

The College of Health Sciences offers a combined B.S. in Health Sciences/Master

of Occupational Therapy (MOT) degree and a post-baccalaureate certificate in Health Information Administration.

ADMISSION AND GRADUATION PROCESSES

Admission into the university and declaration of an intent to major in any health science program does not imply acceptance into the upper division professional phases of the programs. Acceptance into the professional phases is competitive and is based on academic performance in the pre-professional years. Admission also requires completed medical and dental examinations, a recent PPD test or chest x-ray, and a current immunization record on file in the major department and also in the Wellness / Health Center. Each professional program has separate and distinct application procedures; therefore, requirements and procedures for admission vary among each of the college programs. Persons intending to seek admission to any program are urged to contact the appropriate department chairperson as early in their academic careers as possible for programmatic and admission guidance.

In general, admission is limited to students who have completed the minimum required semester hours. Students enrolled in the College of Health Sciences will participate in the College and University convocation and commencement ceremonies following successful completion of the University placement examinations, academic course work (less than 2 courses) and the exit comprehensive (capstone) examination administered in the professional programs. Requirements for each degree program appear under the appropriate academic departments.

COLLEGE LEVEL STUDENT GRIEVANCE PROCEDURE

The programs in the College of Health Sciences provide professional level students with a written copy of student and instructor responsibilities, and procedures for enforcing them. Reasons for grievances might include:

- Admission to professional course sequence.
- Admission to clinical experiences.
- Evaluation of student performance in courses, clinical settings, or other program-related activities. Student grievance procedures and guidelines and the "Petition for Hearing" are available from the respective academic departments.

Steps Prior to Hearing:

- To initiate a formal grievance, the student must file a completed Petition for Hearing Form with the student's department chairperson.
- Before a formal grievance can rise to the college level, it must have proceeded through the prior levels of deliberation indicated below (Each department has detailed procedures for action at each level);
 - a) Conference between instructor and student.
 - b) Conference between chairperson and student.
 - c) Hearing before department level grievance committee.

COLLEGE LEVEL GRIEVANCE PROCESS

The dean will appoint a grievance committee to hear the complaint and provide advice. The ordinary rights of parties at a

hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached; the right to be present at the hearing; and the right to present and inspect evidence. Specific procedures for the hearing of each case shall be determined by members of the committee.

The primary role of the grievance committee is to ascertain whether the department followed their published policies and procedures. Following the hearing, the committee will present its findings and recommendations to the dean. The dean will communicate its decision to the department chairperson, to the instructor, and to the student. The decision of the dean will be final. If the student requests, and the instructor does not object, the dean may resolve the problem without the intervention of a grievance committee.

Composition of College-Level Grievance Committee

- The Dean of the College or his/her representative from the College of Health Sciences.
- One faculty member from the department involved.
- One faculty member from the other academic departments in the college.
- One College of Health Sciences student not from the department.
- One student from the department involved.

Resolution of the committee will be based on two-thirds of the majority vote.

Health Information Administration

DEPARTMENT CHAIRPERSON:

Dr. Rachelle Stewart

FACULTY: *Adrienne Borden,*

Barbara Price, Lawrence Willis.

The Department of Health Information Administration (HIA) offers a 68-hour post-baccalaureate certificate in Health Information Administration. Students following the program may prepare for employment in hospitals, clinics, health agencies, health information systems, medical research programs or any other health-related organization. Completers are eligible to write the national certification examination administered by the American Health Information Management Association. Upon successful completion of this examination, completers are awarded the credentials of Registered Health Information Administrator (RHIA).

The Health Information Administration program is accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM).

Post-Baccalaureate Certificate in Health Information Administration

ADMISSION TO THE POST-BACCALAUREATE CERTIFICATE PROGRAM

Admission to the post-baccalaureate program is based on the following requirements and acceptance by the Admissions Committee: All students must: Complete the prescribed prerequisites as specified in the current curriculum pattern with a grade of C or higher. Have a cumulative GPA of 3.0 on a 4.0 scale.

Submit a formal application that includes:

- Completed Application form.
- Three recommendations on the prescribed form mailed directly to the Division of Graduate Studies
- A professional statement.
- Current report of a complete medical examination including proof of specified immunizations.
- Completed pre-professional grade forms. Applications and supporting documents should be received in the Health Information Administration Department by March 31 to be considered for fall admission to the post-baccalaureate program. Applicants will receive a written response by June 30. If all places are not filled, applications will continue to be received until July 15.

PROGRESSION POLICY

Progression of students is based on the successful completion of all courses with a grade of C or better. Students are required to assume responsibility for transportation and incidental expenses in connection with the academic program including professional practice experiences and field trips. Prior to entering the second and third year, students must pass comprehensive examinations for the technical level courses. Students are required to complete the professional program within five years of admission to the Department. Students who leave the Department for more than one semester will be required to complete the requirements that are in effect at the time of their return to the Health Information Administration Department.

GRADUATION POLICY

All students must achieve a satisfactory grade of C or better in each health information administration course and co-requisite course and a cumulative GPA of 3.0. Health information administration courses can be re-taken one time only. In addition, students must successfully pass all end-of-course examinations and successfully pass the senior competency examination in order to qualify for graduation. Participation in College and University Convocation and Commencement ceremonies is contingent upon successful completion of the senior competency examinations.

DISMISSAL POLICY

A grade of C or higher must be maintained in all professional level courses. A course with a grade less than C must be repeated, and a student who earns less than a C in

more than two professional courses will be dismissed from the Department. A student who receives a D or F in a repeated course will be dismissed from the Department.

READMISSION POLICY

Students who have been dismissed from the Health Information Administration Department for academic reasons may apply for readmission after a waiting period of one year. The usual application procedure is required. Any student who drops/withdraws or leaves the health information administration program for any reason and is readmitted, will have to meet the requirements of the current HIA curriculum. Any consideration for readmission of the student is dependent upon space availability.

GRIEVANCE POLICY

Students are required to become familiar with the department and college grievance policies. The policies and procedures can be found in the university catalog, the health information administration student handbook and department webpage.

Prospective students should contact the Health Information Administration office:

Dr. Rachelle Stewart

E-mail: r-stewart@csu.edu

Main Office: 773.995.2593

Fax: 773-995.2950

ADMISSION REQUIREMENTS

An earned bachelor's degree in any field from a regionally accredited college or university.

Completion of the following prerequisites or their equivalents with a grade of at least

C in all courses and a GPA of 3.0: BIOL 1080/108, ZOOL 2050/250, PSLY 2040/204, MATH 1600/210 or PSYC 2080/231 or PSYC 4190/357, ENG 2790/279, HIA 1000/107, and MGMT 3600/260.

Completed application and three letters of recommendation.

SPECIFIC REQUIREMENTS

Completion of 68 credit hours of upper level professional courses with a GPA of 3.0 as follows: HIA 3000/200 or HSC 1104/104, 3011/201 or HSC 1150/150, 3100/204, 3100/205, 3200/207, 3300/209, 3400/210, 3500/211, 3600/212, 3700/213, 3800/214, 3900/216, 3910/217, 4000/307, 4100/308, 4200/309, 4300/311, 4400/312, 4500/313, 4600/314, and 4700/315.

Students may transfer in professional level courses if they have not been a part of their bachelor degree study. The certificate must be completed within five years.

CURRICULUM PATTERN FOR POST-BACCALAUREATE

Certificate in Health Information Administration

First Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BIOL 1080/ 108	3	MATH 1600/ 210 or PSYC 2080/ 231 or PSYC 4190/ 357	3
ZOOL 2050/ 250	4	PSLY 2040/ 204	4
HIA 1000/ 107	3	ENG 2790/ 279	3
MGMT 3600/ 260	<u>3</u>	HSC 3321/ 321	<u>2*</u>
	13		12

*recommended

Second Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
HIA 30101/ 205	4	HIA 3500/ 211	3
HIA 3100/ 204	3	HIA 3600/ 212	4
HIA 3200/ 207	3	HIA 3700/ 213	4
HIA 3300/ 209	3	HIA 3800/ 214	2
HIA 3400/ 210	<u>3</u>	HIA 3900/ 216	<u>3</u>
	16		16

Summer

HIA 3910/ 217	3
---------------	---

Third Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
HIA 4000/ 307	7	HIA 4400/ 312	3
HIA 4100/ 308	2	HIA 4500/ 313	3
HIA 4200/ 309	3	HIA 4600/ 314	3
HIA 4300/ 311	<u>3</u>	HIA 4700/ 315	<u>3</u>
	15		12

HEALTH INFORMATION ADMINISTRATION (HIA)

Course Offerings

1000/ 107 Introduction to Computing for Health Information Administrators(3)

Prerequisite: Intended Health Information Administration Major.

Introduction to basic theory and practical applications of word processing, spreadsheet, database and presentation software.

3000/ 200 Medical Terminology.....(3)

Introduction to the language used in health care. Emphasis on word components (combining forms, prefixes and suffixes) pronunciation and writing. Credit not given for both HIA 105 and HIA 3000/ 200. H SC 1104/ 104 may be substituted for HIA 3000/ 200.

3010/201 Introduction to US Health Care Systems and Health Information Professions(3)

Overview of health care systems in the US and the health information professions. Writing emphasis course. Credit not given for both HIA 150 and HIA 3010/201.

3100/ 204 Alternative Health Care Delivery Systems(3)

Prerequisite: Consent of the department chairperson.

Current trends and developments in alternative health care delivery systems. Credit not given for both HIA 220 and HIA 3100/ 204.

30101/ 205 Acute Care Health Information Systems /Lecture and Laboratory /6(4)

Prerequisite: Consent of department chairperson.

Study of the functions of the health information department. Manual and computerized systems are featured. Laboratory practice. Credit given for only one of the following: HIA 30101/205, HIA 203, HIA 208.

3200/ 207 Introduction to ICD-9-CM Coding / Lecture and Laboratory /5(3)

Prerequisite: ZOOL 2050/ 250, PSLY 2040/ 204, HIA 3000/ 200.

Prerequisite or co-requisite: HIA 3300/ 209 or consent of department chairperson.

Principles of ICD-9-CM coding. Laboratory practice. Credit not given for both HIA 224 and HIA 3200/ 207.

3300/ 209 Clinical Medicine I(3)

Prerequisite: ZOOL 2050/ 250, PSLY 2040/ 204, HIA 3000/ 200 or consent of department chairperson.

Introduction to the clinical aspects of selected medical conditions and diseases, including diagnostic procedures, clinical course, therapy and outcomes. Credit not given for both HIA 316 and HIA 3300/ 209.

3400/ 210 Computers in Health Care.....(3)

Prerequisite: HIA 1000/107 or consent of the department chairperson.

Fundamentals of computers in health information management. Includes basic hardware and software as well as an overview of programming. Introduction to health information applications along with security and privacy. Features advanced level of Excel to solve health information problems. Credit not given for both HIA 332 and HIA 3400/ 210.

3500/ 211 Health Care Statistics /Lecture and Laboratory /5(3)

Prerequisite: Math 1200/ 162 and 1600/ 210; HIA 3010/ 205 or consent of the department chairperson.

Health care statistics, reporting requirements; definitions and formulae; data collection, analysis and presentation. Introduction to SPSS. Credit not given for both HIA 232 and HIA 3500/ 211.

3600/ 212 Legal Aspects and Ethics in Health Information Administration(4)

Prerequisite: Consent of department chairperson.

Federal and state legislation and regulations for health information systems with a focus on privacy/ security and confidentiality; negligence, malpractice and liability; access to health information and advance directives. Ethical situations in health information management. Credit not given for both HIA 235 and HIA 3600/ 212.

3700/ 213 Clinical Medicine II.....(4)

Prerequisite: HIA 3300/ 209

Continuation of HIA 3300/ 209 with emphasis on case studies and pharmacy. Credit not given for both HIA 317 and HIA 3700/ 213.

3800/ 214 Classification Systems and Coding / Lecture and Laboratory /4(2)

Prerequisite: HIA 3200/ 207 or consent of the department chairperson. *Prerequisite or Co-requisite:* HIA 3700/ 213

Introduction to current classification systems used in the US. Introduction to DRG reimbursement system. Advanced ICD-9-CM coding. Laboratory practice. Credit not given for both HIA 324 and HIA 3800/ 214.

3900/ 216 Ambulatory Coding(3)

Prerequisite: HIA 3200/ 207

Introduction to HCPCS used for hospital outpatient and physician office billing. Emphasis on CPT coding. Credit not given for both HIA 325 and HIA 3900/ 216.

**3910/ 217 Technical Professional Practice
Experience Field/ Minimum of 160
Clock Hours(3)**

Prerequisite: All junior level health information courses. Consent of department chairperson.

Application, under supervision, of technical aspects of health information management in an acute care and an alternative health care setting. Credit not given for both HIA 250 and HIA 3910/ 217.

**4000/ 307 Health Information Management /
Lecture and Laboratory /12(7)**

Prerequisites: Senior standing, HIA 250 or consent of the department chairperson.

An in-depth practical analysis of issues faced by managers as they relate to the basic management functions: planning, organizing, directing and controlling. Emphasis is given to the financial aspects of management. Tools and techniques utilized in the communication process are examined. A case study approach is utilized with problem-solving and decision-making activities. Numerous projects requiring critical thinking skills are assigned. Credit given for only one of the following: HIA 305, 4000/ 307, 310.

4100/ 308 Education and Training(2)

Prerequisite: Senior standing or consent of the department chairperson

Principles of education and in-service education. Credit not given for both HIA 360 and 4100/ 308.

**4200/ 309 Research in Health Care and Health
Information Management(3)**

Prerequisites: Senior standing. Consent of the department chairperson.

Introduction to basic research and statistics; experience with SPSS. Credit will not be given for both HIA 370 and HIA 4200/ 309.

**4300/ 311 Health Information Standards,
Regulatory Requirements and
Reimbursement(3)**

Prerequisites: HIA 3100/ 204, HIA 3010/ 205, HIA 3200/ 207, HIA 3800/ 214,

HIA 3900/ 216 or consent of the department chairperson. Study of health information services compliance with regulatory compliance and accreditation standards. Overview of reimbursement methods.

**4400/ 312 Health Care Organization
Information Systems /Lecture and
Laboratory /5(3)**

Prerequisite: HIA 3400/ 210 or consent of the department chairperson.

Study of systems analysis and design in health care facilities with emphasis on the computerized patient record. Credit not given for both HIA 4400/ 312 and HIA 320.

**4500/ 313 Health Care Quality Management /
Lecture and Laboratory /5(3)**

Prerequisites: Senior standing in HIA or consent of department chairperson.

Theory, development, implementation and management of quality improvement, utilization review and risk management. Credit not given for both HIA 380 and HIA 4500/ 313.

**4600/ 314 Management Professional Practice
Experience /Field/ Minimum 160
Clock Hours(3)**

Prerequisite: Completion of all health information administration courses except for HIA 379 or consent of department chairperson.

Student is assigned to a health care organization to work under the direction of an appropriate manager to gain practical knowledge in management. Credit not given for both HIA 350 and HIA 4600/ 314.

**4700/ 315 Registered Health Information
Administrator Exam Preparation/6 /
Lecture and Laboratory/6(3)**

Prerequisite: Consent of the department chairperson.

Review of health information administration content areas. Strategies for preparation for the national credentialing examination. Comprehensive examination required. Credit not given for both HIA 4700/ 315 and HIA 379.

3990/ 399 Independent Study(1-3)

Independent health information project/research supervised by faculty.

Occupational Therapy

DEPARTMENT CHAIRPERSON:

Leslie K. Roundtree

FACULTY: *Sarah L. Austin, Cynthia*

R.Heath-Baldwin, Melaine T. Ellexson,

Regina T Smith, Elizabeth S. Wittbrodt

The Department of Occupational Therapy offers a Master of Occupational Therapy (M.O.T.) degree and a combined Bachelor of Science in Health Sciences and Master of Occupational Therapy (BS/M.O.T.) degree option. This entry-level graduate degree prepares students to become competent and caring occupational therapists.

Occupational Therapy is the art and science of directing an individual's participation in everyday activities to restore, reinforce and enhance performance, facilitate learning of skills and functions essential for adaptation and productivity, diminish or correct pathology, and promote and maintain health. Its fundamental concern is the capacity, throughout the life span, to perform with satisfaction to self and others those tasks and roles essential to productive living and to the mastery of self and the environment.

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number is 301-652-2682 and

the website is www.aota.org. As of January 2007, occupational therapy educational programs are only accredited at the post-baccalaureate degree level. Graduates of the program will be able to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual becomes an Occupational Therapist, Registered (OTR) and will be eligible to apply for licensure to practice in Illinois and many other states that require licensure. A felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain a state license. A process for early determination of eligibility is available from NBCOT (800 South Frederick Avenue Suite 200, Gaithersburg, MD 20877-4150, Telephone 301-990-7979, Website www.nbcot.org).

Mission Statement

The mission of the Department of Occupational Therapy is to provide education designed to prepare competent and effective occupational therapists skilled at meeting the demands of diverse environments and rapidly changing service delivery systems. The program seeks to develop therapists who possess foundation skills in the principles of the occupational therapy profession and the ability to integrate knowledge into practice while using the critical thinking and reflective abilities necessary to address the multiple roles of practitioner, consultant, educator, manager, researcher and advocate within diverse service delivery systems.

The Department of Occupational Therapy mission is consistent with the University's

and the College of Health Sciences' mission statements, and upholds the commitment to the recruitment and education of candidates from those sections of the community under represented in the practice of occupational therapy. The program's purpose is to develop graduates that are compassionate and dedicated to implementing contextually relevant occupation-based services that promote and enhance the health, participation and quality of life for individuals and populations.

ADMISSION REQUIREMENTS

Admission to the M.O.T. degree program is based on the completion of a set of requirements that are reviewed and evaluated by the university and the department admission committee. The application process includes:

- Students applying to the School of Graduate and Professional Studies must hold a bachelor's degree from an accredited college or university with a grade point average (G.P.A.) of 3.0 or better (on a 4.0 scale) in the final 60 semester credit hours of undergraduate and/or graduate courses.
- A limited number of applicants with a G.P.A. of 2.90-2.99 may be granted conditional admission. Conditional admission status is removed when the student achieves a cumulative G.P.A. of 3.0 or better.
- Completion of pre-requisite courses (anthropology or sociology, statistics, developmental psychology, abnormal psychology, introduction to computer science, human anatomy, human physiology, cadaver lab and introduction to occupational therapy) with a grade of C or better before beginning professional coursework. The grade point average for the required pre-requisites must be above 2.6 for consideration. The anatomy and physiology courses must be taken within five years of admission to the program.
- Submission of the Occupational Therapy Department application and a graduate advisor's evaluation of pre-requisite credits. All students are strongly encouraged to review admission eligibility with an advisor before applying.
- Proof of over 40 hours of work experience or community service that demonstrates human service skills. Experience is to be described on the prescribed form and signed by an appropriate supervising individual. This experience is not limited to the field of occupational therapy.
- Two recommendations on the prescribed form. One of the recommendations must be from an upper-division teacher. The other recommendation may be from another upper-division teacher or an employer or community service supervisor. Relatives cannot submit recommendations.
- A typed essay of approximately 1000 words on the applicant's reason for pursuing occupational therapy as a career and how the human service experience has enhanced and developed the applicant's interpersonal skills.
- Interview with the members of the Occupational Therapy admission committee. Applicants who are not accepted into the program may be invited for an interview with the chairperson to discuss options to strengthen their re-application.

Students are enrolled full time into the M.O.T. program only once a year in the fall semester. Class size is limited and admission is competitive. Full time and part time options for study are available. Dependent on the number of qualified applicants a waiting list may be created. Applicants placed on the waiting list will be notified of their status and rank on this list. If slots become available, applicants on the waiting list will be offered admission in rank order.

Applications are accepted and reviewed throughout the academic year, and students can receive early acceptance. The deadline for submission of application materials to the M.O.T. program is March 1st each year. Graduate applications (including official transcripts and application fee) are sent directly to the School of Graduate and Professional Studies. The Department of Occupational Therapy application and all supporting documents are to be submitted directly to the department. The application deadline will be extended to May 15th each year only if admission slots are available.

ADMISSION BY ADVANCED STANDING

Graduates who complete a Bachelor of Health Sciences degree from CSU preceding their intended enrollment in the graduate program may apply for advanced standing in the M.O.T. program.

Advanced standing students may be given up to 27 hours of credit for foundational occupational therapy courses. Students must meet the graduate G.P.A. requirements of 3.0 or better for the last 60 hours of credit for admission into the graduate program in order to receive advanced standing.

TRANSFER CREDIT

No transfer credit will be given for professional coursework in the M.O.T. curriculum. No academic credit is given for work or life experiences in occupational therapy.

GENERAL REQUIREMENTS

The M.O.T. curriculum requires completion of 82 credit hours of graduate level course work that includes level I and level II fieldwork. Full time students can complete the program requirements in two and a half calendar years. Part time study may be completed in three and a half calendar years but does require full time study during the last year.

Students in the M.O.T. curriculum are required to maintain a 3.0 (B) average each semester and receive a passing grade in all Level I and Level II fieldwork. Please refer to the progression policies for details.

The fieldwork component of the M.O.T. curriculum is an integral part of the student's overall educational experience. Placements are made in a variety of traditional settings and emerging areas of practice. Students have four semesters of level I fieldwork experience. Level I fieldwork is one day a week for ten weeks of each semester. Level II fieldwork experiences are completed during the last year of the M.O.T. program. Level II fieldwork involves two twelve-week fulltime affiliations. Completion of the graduate research project is required before beginning of level II fieldwork. All level II fieldwork experiences must be completed within 24 months following the completion of 68 hours of professional course work.

All students must successfully complete cumulative end of year examinations in Eval-

uation and Intervention II (OT 4141/346G) and Evaluation and Intervention IV (OT 5263/426). The comprehensive exit examination given in the Graduate Symposium course (OT 5395/495) must be successfully completed prior to graduation.

All degree requirements must be completed within 6 years from the date of initial enrollment in the M.O.T. program.

Upon completion of all academic and fieldwork requirements, students will be eligible to sit for the national certification examination given by National Board of Certification for Occupational Therapy (NBCOT).

SPECIFIC REQUIREMENTS

Required Courses 82 credit hours

OT 5100/302, 5110/305, 5140/345, 5151/346, 5150/358, 5151/359, 5160/363, 5161/364, 5230/405, 5220/410, 5221/411, 5231/415, 5232/416, 5262/425, 5263/426, 5262/435, 5263/436, 5211/440, 5352/450, 5372, 5370/460, 5371/461, 5380/470, 5395/495

CURRICULUM PATTERN

Fall Semester – Year 1

5100/302	Foundation Principles in OT	3
5140/345	Evaluation & Intervention I*	5
5150/358	Human Occupation I	3
5160/363	Health Conditions I	<u>3</u>
		14

Spring Semester – Year 1

5110/305	Contexts of OT Service Delivery	2
5141/346	Evaluation & Intervention II*	5
5151/359	Human Occupation II	3
5161/364	Health Conditions II	<u>3</u>
		13

Summer – Year 1

5230/405	Research Methods in OT	3
5220/410	Client Factors I: Sensory-Motor	<u>3</u>
		6

Fall Semester – Year 2

5231/415	Research Project I	3
5242/425	Evaluation & Intervention III*	5
5262/435	Health Conditions III	3
5221/411	Client Factors II: Perception & Cognition	<u>3</u>
		14

Spring Semester – Year 2

5232/416	Research Project II	3
5243/426	Evaluation & Intervention IV*	5
5263/436	Health Conditions IV	<u>3</u>
5211/440	Program Planning for Populations	3
		14

Summer – Year 2

5352/450	Human Occupation III	3
----------	----------------------	---

Fall Semester – Year 3

5380/470	Practice Specialization in OT	3
5372	Fieldwork Seminar	1
5370/460	Level II Fieldwork: Rotation I	<u>5</u>
		9

Spring Semester – Year 3

5371/461	Level II Fieldwork: Rotation II	5
5395/495	Graduate Symposium	<u>4</u>
		9

** Includes level I fieldwork*

Other Pertinent Information

All students enrolled in the M.O.T. program must assume responsibility for the following expenses:

- A current CSU medical and dental form completed with immunizations and TB test/X-ray records by June 15th each year.
- Malpractice liability insurance each year.
- Proof of health insurance.
- Required textbooks, test instruments and supplies.
- Yearly subscription to the American Journal of Occupational Therapy (AJOT)
- Transportation to fieldwork experiences and fieldtrips.
- Laboratory coat and name tag.
- State occupational therapy conference fees.
- Maintaining a current CPR certification.
- Criminal background check fees.

PROGRESSION POLICY

Any interruptions or repetition of course-work will result in an extension of the total length of the program. To ensure timely completion of the program the course sequence must be followed. Students who drop or withdraw from a professional level course for any reason resign their status as a professional level student. Readmission will be by consent of the program chairperson and the admissions committee.

Students may receive only two C grades according to the graduate school policy. Students may be required to repeat a course in order to meet graduation requirements.

Professional courses may be repeated only one time for a grade of B or higher.

Students with a semester G.P.A. of less than 3.0 will be placed on probation*. Students with less than a 3.0 G.P.A. after the third semester of three consecutive semesters will be dismissed from the MOT program.

Students must repeat any fieldwork in which they receive an unsatisfactory (failing) performance evaluation. Continued unsatisfactory performance on a repeated fieldwork will result in the student being dismissed from the M.O.T. program.

All end of year examinations and the comprehensive exit examination must be successfully completed. Failure to pass a cumulative end-of-year exam or the comprehensive exit exam on the second attempt, must develop and complete a structured remediation program with a faculty member before the third and final retake. Only three opportunities will be given for an end-of-year exam or the comprehensive exit examination. Students who have not passed a cumulative end of year examination after three trials will be dismissed from the program. Students who fail the comprehensive exit examination on the third trial will receive a "D" in OT 495 Graduate Symposium and be dismissed from the program.

Any course with a grade of D must be repeated. Students needing to repeat a course will be placed on probation. Repeated failure of the same course will result in dismissal from the program. Failure of two or more professional courses in the same semester will result in dismissal from the program.

Violation of the standards of ethical practice including plagiarism by a student in the academic and/or clinical education programs will result in the student being placed on probation. Repeated ethical violations or ethical/legal misconduct that endangers or creates potential harm to students, client, academic and clinical faculty are grounds for dismissal from the program. Standards of ethical behavior are outlined in the AOTA Code of Ethics and the University Policy on Student Conduct.

** Probation is defined as written notification of the student's current status in the M.O.T. program.*

GRIEVANCE POLICY

Students are required to become familiar with the department and college grievance policies. The policies and procedures can be found in the university catalog, the occupational therapy student handbook and department webpage.

GRADUATION REQUIREMENTS

In order to graduate, all department and graduate school requirements as mandated.

Students must have a cumulative grade point average of 3.0 or better in the occupational therapy curriculum. Students must successfully complete all coursework and the comprehensive exit examination to be eligible to graduate with a M.O.T. in Occupational Therapy and participate in the college and university convocation and commencement ceremonies.

STUDENT ASSESSMENT AND RETENTION PROGRAM

The department has several programs to improve the retention and graduation of students. A departmental assessment plan is an integral part of the retention program. This plan includes explicit statements and measures about student learning outcomes, end-of-year examinations and curriculum effectiveness. Other retention activities include mentoring, tutoring, counseling, and advising.

The Student Occupational Therapy Association (SOTA) offers a peer mentorship program. Students at the professional level may be matched to community-based mentors who are occupational therapists.

Student Success workshops are held for students in the program throughout the semester. These workshops address skills needed in a professional program and are considered a professional obligation.

Peer tutors are available for professional level students. The faculty has identified office hours to assist students.

The College of Health Sciences has an educational counselor who offers assistance with study skills, testing skills and time management.

All students receive one-on-one advising from faculty throughout the year. Referrals to other resources both within and outside the university are made when indicated.

OCCUPATIONAL THERAPY (OT)

Course Offerings

5100/302 Foundation Principles in Occupational Therapy(3)

Prerequisite: Admission to the professional program

Examines the philosophical base and historical development of occupational therapy and the impact on current OT practice. Establishes a foundation for how theory, frames of reference and models guide occupational therapy practice.

5110/305 Contexts of Occupational Therapy Service Delivery(2)

Prerequisite: OT 5110/302/G

Examines the contextual influences of service delivery models and systems on the practice of occupational therapy. Explores the occupational needs of populations within the context of their physical, social and cultural environments.

5140/345 Evaluation & Intervention I: Occupational Performance Across the Life Span /10.....(5)

Prerequisite: Admission to the professional program and co-requisite OT 5160/363/G

Introduction to client centered approaches to evaluation, intervention, discharge and advocacy directed towards restoring, maintaining and promoting occupational function in individuals and populations. Emphasizes the range of human performance across the life span and the influences of contexts in well populations. Includes five hours Level I Fieldwork per week. Additional course fee.

5141/346 Evaluation & Intervention II: Developmental, Behavioral, and Cognitive Frames of Reference /10.....(5)

Prerequisite: OT 5100/302/G, 5140/345/G, 5160/363/G, and co-requisite OT 5161/364/G

Continuation of Evaluation I. Emphasizes the use of developmental, behavioral and cognitive frames of reference within OT process to restore, maintain and promote occupational function in individuals and populations. Includes five hours of Level I Fieldwork per week. Additional course fee.

5150/358 Human Occupation I(3)

Prerequisite: Admission to the professional program

The exploration of occupation and how it is impacted across the life span. Emphasis on task analysis and how occupation creates meaning and influences health within various contexts. Additional course fee.

5151/359 Human Occupation II/4.....(3)

Prerequisite: OT 5150/358/G

Continuation of Human Occupation I. Group process, leadership and planning occupation-based interventions. Additional course fee.

5160/363 Health Conditions I(3)

Prerequisite: Admission to the professional program, and co-requisite OT 5140/345/G.

Analysis of a variety of health conditions that result from lifestyle choices and chronic illness and the impact on occupational performance. Includes terminology, etiology, symptomology, prognosis and appropriate interventions. Course involves case studies and problem-based learning.

5161/364 Health Conditions II.....(3)

Prerequisite: OT 5140/345/G, 5160/363/G, and co-requisite OT 5141/346/G.

Continuation of Health Conditions I. Emphasis on health conditions related to genetics, development and behavioral health of individuals served in the community and the effect on occupational performance. Course involves case studies and problem based learning.

5211/440 Program Planning For Populations(3)

Prerequisite: OT 5110/305/G

Analysis of how management principles are applied to the development and delivery of occupational therapy services. Determine programmatic needs and resources necessary for effective occupational therapy service delivery and implement an occupation-centered programs for populations across the health and illness continuum.

5220/410 Client Factors I: Sensory Motor ... (3)

Prerequisite: OT 5140/345/G, 5150/358/G, and 5160/363/G.

Examination of the neurobiological concepts, motor and sensory body functions and structures that influence performance of occupations. Comparison of normal and abnormal sensory motor factors. Additional course fee.

5221/411 Client Factors II: Perception and Cognition(3)

Prerequisite: OT 5220/410

Examination of the neurobiological concepts of cognition and perception, and its influence on performance. Normal and abnormal cognitive and perceptual function will be explored. Additional course fee.

5230/405 Research Methods in Occupational Therapy(3)

Prerequisite: OT 5100/302/G, 5140/345/G, and 5150/358/G.

Fundamentals of research methodology and exploration of the qualitative and quantitative methods used in occupational therapy. Emphasis on critical analysis of research necessary for evidenced-based practice.

5231/415 Research Project I: Project Definition(3)*Prerequisite:* OT 5230/405

Defining a researchable question, constructing a rationale, conducting an independent literature review, formulating a hypothesis and implementing methodology of study for a beginning level research project in collaboration with faculty. May be repeated once for a total of six hours.

5232/416 Research Project II: Research Data Collection(3)*Prerequisite:* OT 5231/415

Continuation of Research Project I., Data collection, data analysis, formulating conclusions and scholarly presentation of the research project.

5242/425 Evaluation & Intervention III: Biomechanical, Sensory Processing & Rehabilitative Frames of Reference/7(5)*Prerequisite:* OT 5110/305, 5141/346, 5151/359, 5220/410, and co-requisite 5262/435

Continuation of Evaluation and Intervention II. Use of biomechanical theory, sensory processing and rehabilitative frames of references with OT to restore, maintain and promote occupational function in individuals and populations. Includes eight hours of Level I fieldwork per week. Additional course fee.

5243/426 Evaluation & Intervention Iv: Neurodevelopmental, Motor Control, Motor Learning & Multicontext Treatment Frames of References/7(5)*Prerequisite:* OT 5221/411, 5242/425, 5262/435, and co-requisite 5263/436

Continuation of Evaluation and Intervention III. Emphasis on neurodevelopmental, motor control, motor learning and multicontext treatment frames of references within OT to restore, maintain and promote occupational functioning using a client centered approach. Includes eight hours of Level I fieldwork per week. Additional course fee.

5262/435 Health Conditions III(3)*Prerequisite:* OT 5141/346, 5161/364, and co-requisite OT 5242/425.

Continuation of Health Conditions II. Emphasis on health conditions associated with trauma, neuromuscular disorders, systemic conditions or psychiatric diagnoses and how they affect individuals as they engage in occupational performance. Course involves case studies and problem based learning.

5263/436 Health Conditions IV(3)*Prerequisite:* OT 5242/425, 5262/435, and co-requisite 5243/426.

Continuation of Health Conditions III. Emphasis on health conditions associated with severe trauma, multiple system disorders and end of life issues and how they affect individuals as they engage in occupational performance. Course involves case studies and problem based learning.

5352/450 Human Occupation III: Technology(3)*Prerequisite:* OT 5151/359/G

Methods of selecting and adapting technology to promote participation in occupation. Includes the selection of specific high and low technologies as well as methods for adapting, customizing and teaching necessary to incorporate technology into daily routines. Additional course fee.

5370/460 Level II Fieldwork – Rotation I / Field(5)*Prerequisite:* OT 5232/416 and OT 5352/450.

In-depth practical experience in the evaluation and intervention process of occupational performance with individuals and populations. Forty hours fieldwork per week.

5371/461 Level II Fieldwork – Rotation II / Field(5)*Prerequisite:* OT 5370/460

In-depth practical experience in the evaluation and intervention process of occupational performance with individuals and populations. Forty hours fieldwork per week.

5372 Fieldwork Seminar(1)*Prerequisites:* OT 5232/416 and OT 5243/426

Examination of the professional responsibilities required in fieldwork education, supervision and strategies for insuring ongoing professional competence.

5380/470 Practice Specialization in Occupational Therapy(3)*Prerequisite:* OT 5352/450

Introduces specialization and emerging areas of practice in occupational therapy. Additional course fee.

5395/495 Graduate Symposium(4)*Prerequisite:* OT 5371/461

A capstone course that integrates the process of evaluation and intervention of OT practice for individuals and populations. Students critique their knowledge, fieldwork experiences and the impact on their preparation as a professional. This course includes computerized practice exams and the comprehensive exit examination.

COLLEGE OF PHARMACY

DEAN:

Dr. David Slatkin
David Slatkin, Ph.D.
Dean, College of Pharmacy
Chicago State University

Administrative Officers

DEAN: *David J. Slatkin, Ph.D., R. Ph.*

ASSOCIATE DEAN:

Miriam A. Mobley Smith, Pharm.D.

ASSISTANT DEAN, STUDENT AFFAIRS:

Michael T. Ellison, Ed.D.

CHAIR, PHARMACEUTICAL SCIENCES:

Elmer J. Gentry, Ph.D.

CHAIR, PHARMACY PRACTICE:

Dolores Nobles-Knight, Pharm.D., MPH

DIRECTOR OF EXPERIENTIAL EDUCATION:

Charisse Johnson, Pharm.D., M.S.

Dean's Message

Several years of planning and effort by many dedicated individuals has resulted in the establishment of the Chicago State University College of Pharmacy (CSU-COP).

During the past few years, CSU-COP has been evolving on the campus of Chicago State University and within the profession of pharmacy. This past year has had several significant highlights: receipt of the Illinois Board of higher Education approval to establish the program and submission of our initial stage of accreditation, Precandidate Status from the Accreditation Council for Pharmacy Education (ACPE), the preparation of facilities to house the program, the assembling of an outstanding initial faculty, and the selection of an excellent group of students to be members of our inaugural class, the Class of 2012. All of these occurrences come together in August 2008 with the start of classes at CSU-COP.

The profession of pharmacy is at the pinnacle in its history. Pharmacists are among the most respected professionals within our nation and play a significant role as a member of the health care team. There is an increasing demand for graduate pharmacists in an environment that allows students to pursue many new and outstanding career paths within the profession. We look forward to providing a responsive educational experience that will allow outstanding pharmacists to take their places within the profession.

Vision and Mission Statement

VISION STATEMENT:

The Chicago State University College of Pharmacy will be recognized for its impact on the health care needs of diverse populations through its contributions in education, training, scholarship, service and research. The College will serve an integral role within the University by providing a culturally diverse and intellectually stimulated community of scholars engaged in the collective creation and dissemination of knowledge.

MISSION STATEMENT:

The mission of Chicago State University College of Pharmacy (CSU-COP) is the development of student and faculty scholars who will impact the health care needs of people in the region, state and the nation. The College will provide a strong foundation in the knowledge, integration and application of the biomedical, pharmaceutical and clinical sciences resulting in practitioners who are committed to humanistic service, capable of providing patient-centered care and leaders in advancing the pharmacy profession. The College embraces the mission of the University to educate individuals from economically or educationally disadvantaged backgrounds to strengthen the simultaneous provision of culturally competent care and reduction of health care disparities.

To accomplish its mission, the College of Pharmacy is committed to:

- Recruiting, retaining and graduating student pharmacists from diverse populations;

- Recruiting, hiring and retaining qualified faculty from diverse populations who will be engaged as teachers, scholars, researchers, service providers, mentors and leaders;
- Recruiting, hiring and retaining staff dedicated to supporting the educational mission;
- Offering a curriculum that cultivates analytical thinking, ethical reasoning and decision-making, intellectual curiosity, multidisciplinary and inter-professional collaboration, professionalism and service;
- Enabling students and faculty to provide patient-centered care to diverse patient populations through the safe, evidence-based and cost-beneficial use of medications;
- Fostering an environment for student engagement which encourages leadership in campus, public and professional communities;
- Refining programmatic and curricular goals, policies and procedures through ongoing assessment and evaluation;
- Establishing and enhancing community, educational and professional partnerships;
- Expanding institutional resource capabilities through active pursuit of extramural funding support;
- Developing and strengthening post-graduate education and training opportunities;
- Providing programs and services that promote a supportive atmosphere for life-long learning and continued personal and professional development for students, faculty and staff.

CONFERRAL OF DEGREES

Chicago State University has been granted authority by the Illinois Board of Higher Education to confer the Doctor of Pharmacy degree.

ACCREDITATION DISCLOSURE STATEMENT

The Accreditation Council for Pharmacy Education (ACPE) 20 North Clark Street, Suite 2500, Chicago, IL • Fax: (312) 664-4652, info@acpe-accredit.org accredits Doctor of Pharmacy programs offered by college and schools of pharmacy in the United States and Puerto Rico. For a Doctor of Pharmacy Program offered by a new college or school of pharmacy, ACPE accreditation generally involves three steps: Precandidate status, Candidate status, and Full accreditation.

Precandidate accreditation status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Precandidate status is awarded to a new program of a college or school of pharmacy that has not yet enrolled students in the professional program; Candidate accreditation status is awarded to a Doctor of Pharmacy program that has students enrolled but has not yet had a graduating class. Full accreditation is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate status have the same rights and privileges of those graduates from a fully accredited program, generally including eligibility for licensure. All new programs in pharmacy undergo the same process and are not fully accredited until graduating a class of students. ACPE conveys its deci-

sion to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective boards of pharmacy in accordance with their state statutes and administrative rules.

The CSU-COP has applied for precandidate accreditation status for its Doctor of Pharmacy program with ACPE. The College anticipates an on-site evaluation during Spring 2008, ACPE Board of Directors review in July 2008, with a subsequent Board decision as soon as feasible following the meeting. It should be noted that Precandidate status does not carry with it the same rights and privileges, including licensure eligibility, as Candidate status. It should, thus, be noted that if the level of Candidate status is not achieved, even after reapplication, graduates might not be eligible for licensure as pharmacists. If Candidate status is granted and the program continues to develop as planned, full accreditation of the Doctor of Pharmacy program would be considered by the Board following the graduation of students from the program.

INSTRUCTIONAL PROGRAM

At CSU, students pursue the Doctor of Pharmacy (Pharm.D.) degree. The CSU-COP's Pharm.D. program prepares the student for entry into the profession of pharmacy. The entire program requires a total of six years of coursework, the first two years at CSU or another college and the final four years at CSU-COP. During their four years at CSU-COP, students complete a total of 141 semester hours of credit; 92 credit hours in required courses, 8 credit

hours in professional elective courses, and 41 credit hours in experiential education.

ADMISSIONS

Application Deadline	Latest PCAT Test Date	Interview and Selection Dates
January 15	October of Year Before Admission	Rolling Admission ending in May

The CSU-COP considers for admission those prospective students who possess the academic and professional promise necessary to become outstanding members of the pharmacy profession. To select these students, the College uses a rolling selection process within a competitive admissions framework.

Competitive Admissions

Within its competitive admissions framework, the CSU-COP uses multiple criteria to select the most qualified candidates from an applicant pool that exceeds the number of seats available.

Admission Requirements

To be considered for admission to the CSU-COP, a prospective student must do the following:

- Complete, or be in the process of completing, a minimum of 62 semester hours of nonremedial, prerequisite coursework from a regionally accredited U.S. college or university. All pre-pharmacy coursework requirements must be completed in the Spring Semester prior to matriculation. The student must earn a grade of C or better in each prerequisite course.

- **NOTE:** If a student has completed coursework at a foreign college or university, the student must provide acceptable proof of U.S. course/degree equivalency. The student must also complete at least 30 semester hours of his/her prerequisite coursework (including at least 15 semester hours in the sciences) at an accredited institution in the United States.

Pre-Pharmacy Requirements:

Course(s)	Semester Hrs
-----------	--------------

English (composition).....	6
Biology (with laboratory).....	8
Anatomy, human or vertebrate	3
General Chemistry (with laboratory)	8
Organic Chemistry (with laboratory)	8
Physics (mechanics, thermodynamics, force, and motion must be included. May be non-calculus based)	3
Calculus	3
Speech (public speaking)	3
Economics (micro, macro, or general)	3
Statistics	3
Psychology or Sociology	3
Additional Coursework (divided among the humanities, fine arts, foreign language, business or computer sciences).....	11

Total Credit Hours.....62

- Achieve a minimum cumulative 2.50 grade point average in the required pre-pharmacy course curriculum and must have a minimum overall grade point average of 2.50 (on a 4.00 scale);
- Submit scores from the Pharmacy College Admissions Test (PCAT);

- Reflect a people/service orientation through community service or extracurricular activities;
- Reflect proper motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer, or other life experiences;
- Possess the oral and written communication skills necessary to interact with patients and colleagues;
- Submit a completed application containing a personal statement; and
- Complete CSU-COP's on-campus interview process (by invitation only).

APPLICATION PROCESS

Prospective students must complete an application (available through download from the CSU-COP Website) and take the PCAT examination during the year preceding the academic year in which they plan to matriculate.

The student must submit the following to the College of Pharmacy:

- Official transcripts from all post secondary institutions attended (The transcripts must be submitted in sealed envelopes along with the completed application);
- Scores from the Pharmacy College Admission Test (PCAT);
- Three Letters of Recommendation properly sealed and signed by the recommenders. (form available for download from the CSU-COP website) . These letters must be from:
 - 1) a science professor
 - 2) a pre-health/academic advisor
 - 3) a pharmacist or other health-care professional familiar with the candidate;

If a student completed coursework at a foreign institution, he/she must also submit an official, detailed course-by-course evaluation of this coursework. The student must obtain this evaluation from one of the following services:

- Education Credential Evaluators (ECE): 414/964-0477
- Josef Silny & Assoc. International Education Consultants: 305/666-0233
- World Education Service (WES): 212/966-6311

After the College of Pharmacy receives the completed application, the application is evaluated to determine whether or not the student will be offered an on-campus interview.

GPA Calculations

To calculate a prospective student's grade point average (GPAs), the College of Pharmacy uses grades from all nonremedial courses completed post-high school. If a student repeats a course, the College uses all grades earned in the GPA calculation. (Note: Students may repeat courses at different colleges; however, the course descriptions/syllabi must be the same.)

TECHNICAL STANDARDS FOR ADMISSION

The educational mission of the CSU-COP is to educate and graduate competent pharmacists who will provide patient-centered care in a variety of pharmacy practice settings. The technical standards for admission set forth by the CSU-COP outline the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty and by the

ACPE, the pharmacy-accrediting agency, in order to obtain the Pharm.D. Degree.

It is expected that all students admitted to this program will:

- Possess the coordination, motor and visual skills required to function in a clinical and laboratory setting where they will engage in pharmaceutical preparations and use instrumentation such as microscopes and balances;
- Possess sufficient visual and auditory perception and the mental capacity to assimilate technically detailed and complex information presented in lectures and in professional practice settings;
- Possess sufficient communication skills to present information accurately and effectively to faculty and patients.

Candidates for admission to the CSU-COP who are invited for an on-campus interview are required to certify that they understand and meet the technical standards detailed above. Candidates must provide such certification on the day of their interview. Candidates who may not meet the technical standards are encouraged to contact the COP Office of the Dean to discuss and identify what accommodations, if any, the CSU-COP would need to make in order that the candidate might be able to meet the standards.

INTERVIEW

The COP Office of the Dean coordinates the interview process with interviews occurring throughout the selection process.

The COP Admissions Committee reviews a prospective student's completed application to determine the student's interview eligibility. If they consider the student eligible for an interview, an invitation for an

on-campus interview will be extended to the applicant.

REAPPLICATION PROCESS

After receiving either a denial or end-of-cycle letter, a prospective student may reapply to the CSU-COP in the next admissions cycle. Before reapplying, however, the student should seek the advice of the CSU-COP Assistant Dean for Student Affairs.

To initiate the reapplication process, the student must submit a new application. The application is then processed in the same manner as any other application.

TRANSFER ADMISSION FROM ANOTHER COLLEGE OF PHARMACY

The CSU-COP may accept transfer students from other accredited pharmacy colleges and schools as long as these students are in good academic standing and have legitimate reasons for seeking a transfer.

All requests for transfer information should be referred to the CSU-COP Office of the Dean so that the potential transfer applicant can be counseled prior to submitting an application.

To be considered for transfer, a student must meet the College's general requirements for admission. He/she must also submit the following:

- A letter to the CSU-COP Office of the Dean indicating why he/she wishes to transfer and explaining any difficulties encountered at his/her current institution;
- Official transcripts from all schools attended - undergraduate, graduate, and professional;

- A catalog and a detailed syllabus for any courses for which advanced standing consideration is requested;
- A letter from the dean of the pharmacy college or school in which the student is enrolled. The letter must indicate the student's current academic status and/or terms of withdrawal/dismissal;
- Additional documents or letters of recommendation as determined necessary by the Dean of the CSU-COP.

If the review is positive, the Dean will instruct the Admissions Committee to interview the transfer student applicant. The Admissions Committee will provide its recommendation for admission to the Dean.

READMISSION AFTER DISMISSAL FOR POOR ACADEMIC PERFORMANCE

Students dismissed for poor academic performance may reapply for admission to the CSU-COP if they:

- Complete at least two semesters of full-time study (i.e., at least 15 credit hours per semester) of a curriculum at the pre-pharmacy level or higher;
- Earn at least C (not C-) grades in all courses taken; and
- Maintain a cumulative GPA of 2.50 or greater.

In addition, prior to enrolling in this curriculum, students must seek academic counseling from the CSU-COP Dean's Office, which can supply a list of sample courses.

Students fulfilling these requirements will be permitted to reapply to the University and College and will be treated as new applicants. The CSU-COP Admissions

Committee will review the application for evidence of improved academic potential.

No guarantee of admission is implied, and questions related to advanced standing and similar issues will be addressed as they are for any new applicant. The recommendation of the Admissions Committee will be forwarded to the Office of the Dean. Readmission can be granted only once.

ADVANCED STANDING

All requests for advanced standing by newly admitted, transfer, readmitted, or enrolled students are processed on a course-by-course basis. Advanced standing will be considered for coursework taken in which a letter grade of C or better has been achieved. To request such consideration, a student should submit a letter of request to the Office of the Dean, CSU-COP in which the student lists a course(s) previously taken, which might be similar in content to a professional course(s) that he/she is scheduled to take. Additionally, the student is advised to provide an official course description(s) and a syllabus (syllabi) of the course(s) previously taken. All requests must be submitted prior to the start of the course being considered. The materials will be forwarded to the appropriate course coordinators who will provide a recommendation to the CSU-COP Dean. The Dean will either grant or deny advanced standing.

MATRICULATION PROCESS

The matriculation process begins after a student receives notification of his/her acceptance. The student must return his/her signed matriculation agreement. The student must also:

- Submit a non-refundable deposit totaling \$300 by the dates designated in the matriculation agreement. The entire \$300 is applied toward the student's first semester's tuition;
- Submit an official copy of all college transcript(s) verifying that the student has satisfactorily completed all prerequisite course requirements for admission;
- Complete a medical file that includes proof of immunization against diphtheria, tetanus, and pertussis. Proof of immunity must be provided for measles, mumps, rubella, varicella, and hepatitis B. Evidence of a recent (within three months) negative tuberculin test is also required;
- Submit proof of medical insurance coverage. The student may select either a plan offered by a CSU-approved outside carrier or a plan offered by an outside carrier of the student's choice;
- Non-U.S. citizens/nonpermanent residents must provide documentation verifying that sufficient funds have been deposited in a U.S. bank to cover all expenses while attending CSU-COP;
- Successfully pass a criminal background check and drug screen;
- Be eligible for licensure as a pharmacy technician in the State of Illinois; and
- Submit additional documents as requested by the Office of the Dean.

If a student either fails to satisfy the above matriculation requirements or omits/falsifies information required on official admissions documents, the student automatically forfeits his/her seat at CSU-COP.

CSU-COP PROFESSIONAL CURRICULUM

Fall P-1	Course Title	Credits	Spring P-2	
6110	Pharmacy Physiology	5	6227	Pharmacy Law and Ethics 3
6111	Pharmaceutical Dosage Forms I - Solid Dosage Forms	3	6226	Applied Patient Care II 3
6113	Pharmaceutical Biochemistry I - Macromolecules and Metabolism	3	6233	Drug Action, Structure, and Therapeutics III Cardiovascular II and Renal 4
6120	Introduction to Pharmacy and Health Care Systems	3	6234	Drug Action, Structure, and Therapeutics IV Endocrine, Pulmonary, and Genitourinary 4
6121	Professional Practice I Introduction to Pharmacy Practice	3 (17)	6224	Professional Practice IV - Institutional 2
Spring P-1			65XX	Professional Electives 2 (18)
6114	Pharmaceutical Biochemistry II - Molecular Biology and Pharmacogenetics	3	Fall P-3	
6112	Pharmaceutical Dosage Forms II Non-solid Dosage Forms	3	6321	Pharmacy Practice Management 3
6115	Microbiology and Immunology	4	6335	Drug Action, Structure, and Therapeutics V Gastrointestinal, Immunological, and CNS I 4
6123	Research Methods and Pharmacoepidemiology	3	6336	Drug Action, Structure, and Therapeutics VI - CNS II and Acute Care 4
6124	Patient Assessment	2	6322	Disease and Medication Therapy Management I 3
6122	Professional Practice II - Public Health and Wellness	2 (17)	65XX	Professional Electives 2-4 (16-18)
Fall P-2			Spring P-3	
6213	Pharmaceutical Dosage Forms III - Sterile Products	2	6324	Health Economics and Drug Treatment Outcomes 2
6211	Principles of Pharmacokinetics	3	6323	Disease and Medication Therapy Management II 2
6222	Literature Evaluation and Evidence Based Medicine	2	6326	Complementary Medicine 2
6231	Drug Action, Structure, and Therapeutics I - Introduction	3	6337	Drug Action, Structure, and Therapeutics VII Infectious Disease 4
6232	Drug Action, Structure, and Therapeutics II Nutrition, ANS, and Cardiovascular I	4	6338	Drug Action, Structure, and Therapeutics VIII Virology, Oncology, and Toxicology 4
6225	Applied Patient Care I	3 (17)	6325	Professional Practice V Applied Practice Skills 1
Intersession P-2			65XX	Professional Electives 2-4 (17-19)
6223	Professional Practice III - Institutional Orientation	1 (1)		

Summer P-4

6421	Introduction to Advanced Pharmacy Practice Experience	1
64XX	Advanced Pharmacy Practice Experience	5 (6)

Fall P-4

64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5 (15)

Spring P-4

64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5
64XX	Advanced Pharmacy Practice Experience	5 (15)

Professional Electives

During their years of study at the CSU–COP, students complete a minimum total of 8 hours of elective credit.

Professional Practice Experiences

Students must successfully complete 41 credit hours of practical experience during the academic program. Students are required to complete introductory pharmacy practice experiences during the first through third professional years and advanced pharmacy practice experiences during the fourth professional year. During these experiences, students will spend time in a variety of pharmacy practice settings

to develop the necessary skills for contemporary pharmacy practice.

The CSU–COP reserves the right to alter its curriculum, however, and whenever it deems appropriate.

Enrollment Status

Full time enrollment is required of all students in the College. Enrollment begins in the Fall semester only. It is not possible to begin the program in the Spring semester.

GRADUATION REQUIREMENTS

To qualify for graduation, a student must:

- Successfully complete a minimum 62 semester hours credit of prerequisite coursework, as stipulated, for admission to the program;
- Successfully complete the program of professional and experiential coursework as approved by the CSU–COP Faculty and Dean;
- Attain a cumulative grade point average of 2.00 (C) for all professional coursework at the CSU–COP;
- Complete, at a minimum, the last two didactic semesters and all advanced pharmacy practice experiences at the CSU–COP;
- Settle all financial accounts with the institution; *and*
- Attend the commencement exercises for conferral of the degree unless excused by the Dean, CSU–COP.

Candidates for graduation must be of good moral character consistent with the requirements of the pharmacy profession and the CSU–COP faculty. It is the position of the faculty that anyone who illegally uses, possesses, distributes, sells, or is

under the unlawful influence of narcotics, dangerous drugs, or controlled substances, or who abuses alcohol or is involved in any conduct involving moral turpitude, fails to meet the ethical and moral requirements of the profession and may be dismissed from any program or denied the awarding of any degree from CSU-COP.

DEAN'S LIST

Following each semester, Dean's List recognition will be provided to all students in the College who achieved a GPA of 3.50 or better for the term.

GRADUATION HONORS

Graduation honors are awarded to candidates for the Doctor of Pharmacy degree who have distinguished themselves by virtue of high academic achievement while enrolled in the College. Only grades of courses taken at the College will be included in determining graduation honors. Degrees with honor are awarded based on the level of academic achievement (cumulative GPA) as follows:

Summa cum laude	3.90 – 4.00
Magna cum laude	3.75 – 3.89
Cum laude	3.50 – 3.74

STUDENT AWARDS

A number of awards that are sponsored by the CSU-COP, professional pharmacy organizations, pharmaceutical companies, and other will be presented each year at the graduation banquet. For a complete listing of these awards, contact the Office of the Dean.

SCHOLARSHIPS

A number of scholarships are available for students in any professional year. For a complete listing of the available scholarships, contact the Office of the Dean.

GRADES

The following includes all grades, grading options, numerical equivalents, and corresponding definitions that may be issued in courses taken at the CSU-COP:

A	4	Excellent
B	3	Good
C	2	Fair
D	1	Poor
F	0	Failure
P	0	Pass
W/P	0	Withdraw/Passing
W/F	0	Withdraw/Failing
W/A	0	Withdraw/Student Attended One Class Session
W/N	0	Withdraw/Student Never Attended
I	0	Incomplete
X	0	No Grade Issued
I/F	0	Missed Incomplete Deadline

The CSU–COP students will be subject to the CSU–COP policies regarding academic monitoring, standing, and probation. All students will be given a copy of these guidelines and regulations upon entry into the program.

Credits, Quality Points, and GPA

Courses will be recorded in terms of semester hour(s) of credit. One semester hour of credit is equivalent to one hour a week of lecture throughout the semester. In laboratory courses, however, a ratio of three to five hours of laboratory work a week per credit prevails in different departments. In case discussion, workshop, or recitation, a ratio of two to three hours of meeting time a week per credit holds.

Multiplication of the credits for a course with the numerical value for the grade awarded gives the number of quality points earned for a course. Dividing the total number of quality points earned in courses by the total number of credits in those courses gives the grade point average.

Grades reported as W and P are recorded on a student's permanent record, but are not used in the calculation of a student's grade point average. Similarly, a grade of I may be assigned and is used only when special/extenuating circumstances exist (i.e., prolonged illness, family crisis, etc.), which prevent a student from completing the necessary course requirements on time in order to receive a grade. Under such circumstances, the student is responsible for providing the department with a written request notifying the department of the circumstances, documenting the problem(s), and asking for

authorization to extend the period allotted to complete the unfinished coursework.

Any request for an extension to complete required course or rotation requirements must be approved by the course coordinator, department chair and the Assistant Dean. Unless otherwise specified, a grade of I must be resolved within 10 days from the end of the semester or rotation or the incomplete grade is automatically converted into a grade of F, which signifies failure of the course. It is the responsibility of the student when receiving an incomplete grade to complete all of the course requirements within this period, unless otherwise specified.

Please refer to the College of Pharmacy Student Handbook for policies of the College related to D and F grades received.

A student's academic standing will be determined on the basis of his/her GPA. Inclusion on the Dean's List, honors at graduation, placement on probation, and dismissal depend directly on the GPA.

COLLEGE'S POLICY ON STUDENT EMPLOYMENT

Upon acceptance to the professional program of CSU–COP, students are expected to devote their entire efforts to the academic curriculum. The College actively discourages employment that will conflict with the student's ability to perform while courses and professional practice experiences are in session, and will not take outside employment or activities into consideration when scheduling classes, examinations, reviews, field trips, or professional practice experiences.

STUDENT GRIEVANCE POLICY

Any student or group of students may initiate a complaint procedure on any student concern, including complaints against faculty, staff, or other students.

The following guidelines will be observed:

- Complaint communications must be submitted in writing and so labeled. The complaint communication must describe the problem and be accompanied by any relevant data. The statement must be specific and must be signed by the person submitting the complaint. In the case of a group complaint, one person may be designated as a representative for the group. The representative may sign for the group provided that all names of the group are attached.
- A complaint toward a faculty member may only be filed by the aggrieved himself/herself. It may include issues relating to academic progress, professionalism, program, and/or process in general.
- Complaints should be routed in the following manner:
 - In the case of a complaint with a member of the faculty, the complaint must be given initially to the faculty member involved.
 - A complaint regarding a course of instruction must be made first to the person in charge of that course.
 - Complaints toward College management or administration must first be submitted to the persons involved.
 - Complaints with fellow students will be addressed with the student(s) involved in a meeting with the Assistant Dean.

- Students may approach the Dean at any time during the complaint process.

Unresolved, student complaints related to accreditation standards should be directed to the Accreditation Council for Pharmacy Education (ACPE) 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109, Phone: (312) 664-3575 • Fax: (312) 664-4652, infor@acpe-accredit.org

DEPARTMENTS

DEPARTMENT OF PHARMACEUTICAL SCIENCES

PROFESSORS: *David J. Slatkin, Ph.D.*

ASSOCIATE PROFESSORS: *Elmer J. Gentry, Ph.D., Chair*

ASSISTANT PROFESSORS:
Michael T. Ellison, Ed.D., Charisse Johnson, Pharm.D., M.S.

The Department of Pharmaceutical Sciences subsumes several specialty areas: pharmaceuticals, medicinal chemistry, natural products/pharmacognosy, and physiology/pharmacology.

Pharmaceutics is that area of pharmacy associated with the following: designing various dosage forms for delivery of drugs; determining drug storage and stability; and evaluating the effects of administration and formulation factors on the absorption, distribution, metabolism, and excretion of drugs in humans.

Medicinal chemistry is a science that is unique to pharmacy because it is a hybridization of the physical, chemical, biochemical, analytical, and pharmacological principles employed in explaining the mechanisms of drug action and drug design. The application of principles associated with medicinal chemistry provides the professional undergraduate student with a firm basis for his/her career in pharmacy.

Pharmacognosy is that pharmaceutical science concerned with the biological, chemical, and therapeutic uses of drugs obtained from plants, microbes, and animals.

Mission

The mission of the Department of Pharmaceutical Sciences is to empower students with the foundation of knowledge essential to the professional pharmacy curriculum. While providing the highest quality instruction in pharmaceutical sciences, the faculty introduces and develops skills of critical thinking, problem solving and life-long learning in future pharmacists. The members of the faculty serve as role models, nurturing interpersonal skills in pharmacy students during their professional development. In turn, the Department of Pharmaceutical Sciences enhances the scholarly development of these faculty members by encouraging them to strive for excellence in critical inquiry. The Department also endeavors to contribute significantly to the CSU-COP by excelling in service both within and outside of the College.

DEPARTMENT OF PHARMACY PRACTICE

PROFESSORS: TBA

ASSOCIATE PROFESSORS: *Miriam A. Mobley Smith, Pharm.D., Dolores Nobles-Knight, Pharm.D., MPH*

ASSISTANT PROFESSORS:
*Michael T. Ellison, Ed.D.,
Charisse Johnson, Pharm.D., M.S.*

INSTRUCTORS: TBA

The Department of Pharmacy Practice is comprised of faculty who provide education in the administrative and clinical sciences, as well as direct practice experience. Required courses in the administrative science area include an introduction to career development and current pharmacy topics, a survey of the health care system, professional practice management, and pharmacy law and ethics. Required courses in the clinical science area include topics in the area of nonprescription medications, drug literature evaluation, pharmacotherapeutics, and a professional practice laboratory that emphasizes communication skills, prescription processing, and pharmaceutical care. Supervised practice experiences required during the program provide opportunities for students to apply knowledge acquired in didactic courses to life situations. The experiences are designed to promote the development of technical, cognitive, and decision-making skills that are necessary for the contemporary practice of pharmacy in a variety of practice environments. Various states apply these

experiences to their state board of pharmacy internship requirements.

Mission

The mission of the Department of Pharmacy Practice is to prepare and empower pharmacy students and pharmacists to become competent providers of pharmacist care in all practice settings. This mission is achieved through a combination of innovative didactic coursework, experiential training, mentoring, scholarship, and community service in partnership with students, pharmacy practitioners, and the medical and lay communities. The Department serves the professional community through the development and evaluation of innovative pharmacy practice models that promote the role of the pharmacist as an integral member of the healthcare team.

PHARMACY (PHAR)

Course Descriptions

To enroll in any course in the College of Pharmacy, a student must be accepted into the College.

PHAR 6110 Pharmacy Physiology(5)

Fundamental principles of normal physiological function of the human body for the pharmacy student. Topics include all major organ systems and will include the relationship between anatomy and physiology, as well as, allow for interpretation of pathophysiological states.

PHAR 6111 Pharmaceutical Dosage Forms I-Solid Dosage Forms, /Lecture and Laboratory(3)

Physiochemical properties for the formulation, preparation, stability, and performance of solid pharmaceutical dosage forms. The mathematical calculations for the dosage forms will also be incorporated into the lecture and laboratory sessions. A weekly laboratory session allows for application of pharmaceutical properties and calculations to pharmaceutical compounding.

PHAR 6112 Pharmaceutical Dosage Forms II-Non-solid Dosage Forms, Lecture and Laboratory(3)

Prerequisite: Completion of PHAR 6111 or consent of instructor.

Physiochemical properties for the formulation, preparation, stability, and performance of non-solid pharmaceutical dosage forms. The mathematical calculations for the dosage forms will also be incorporated into the lecture and laboratory sessions. A weekly laboratory session allows for application of pharmaceutical properties and calculations to pharmaceutical compounding.

PHAR 6113 Pharmaceutical Biochemistry I-Macromolecules and Metabolism.(3)

Structure/function relationship for biologically important molecules. Topics include anabolic and catabolic pathways of human metabolism for proteins/carbohydrates/lipids as well as the function of those macromolecules in normal and abnormal physiological function.

PHAR 6114 Pharmaceutical Biochemistry II-Molecular Biology and Pharmacogenetics(3)

Prerequisite: Completion of PHAR 6113 or consent of instructor.

A continuation of PHAR 6113 with focus on basic genetics, regulation of metabolic function, and principles of gene expression. The application of genetic principles to pathophysiological states and medication use will also be discussed.

PHAR 6115 Microbiology and Immunology, / Lecture and Laboratory(4)

Fundamental principles of clinical microbiology with emphasis on prevention, control, and rational management of pathogenic organisms. Additionally covers basic principles of immunology including: cells and organs of the immune system, activation of the immune system, and the role of the immune system in response to infectious disease. Other topics include organ transplant, autoimmunity, immune suppression, and hypersensitivity.

PHAR 6120 Introduction to Pharmacy and Health Care Systems(3)

Structure and composition of the United States health care delivery system. Political and economic issues are introduced and their implications for the practice of pharmacy. The history of pharmacy, its role in the health care system, and interactions with other health care professionals is discussed.

PHAR 6121 Professional Practice I-Introduction to Pharmacy Practice, /Lecture and Community Pharmacy Practicum(3)

Factors that influence contemporary pharmacy practice, roles, responsibilities and expectations are explored. Includes medical terminology and commonly prescribed drugs dispensed in a community pharmacy practice setting. A four (4) hour weekly introductory pharmacy practice experience in a community pharmacy allows for application of principles.

PHAR 6122 Professional Practice II-Public Health: Policy, Prevention and Wellness; /Lecture and Practicum(2)

Prerequisite: Completion of PHAR 6121 or consent of instructor.

Principles of the United States public health system for the pharmacist. Focus on public health policy, health promotion and disease prevention initiatives. Population-specific applications, quality improvement strategies and research processes utilized to identify and solve public health problems are discussed. A four (4) hour weekly service-learning practicum in a community-based public health services center allows for application of principles.

PHAR 6123 Research Methods and Pharmacoepidemiology(3)

Introduction to the statistical concepts and methods utilized when applying statistics to health and pharmacy-related decision-making and patient care. Application of principles of epidemiology to the study of drug use and outcomes in large populations included. Common methods of conducting epidemiologic research in pharmacy practice will be covered.

PHAR 6124 Patient Assessment, /Lecture and Laboratory(2)

Introduction to concepts and skills used by pharmacists to provide patient-centered care. Patient interviewing, medication history taking, triage, critical thinking and physical assessment technique development are included. The application of these skills in pharmacy practice settings is emphasized and reinforced in laboratory sessions.

PHAR 6211 Principles of Pharmacokinetics, /Lecture and Workshop(3)

Principles of biopharmaceutics and pharmacokinetics including calculation and interpretation of kinetic data. Additional topics include factors that determine drug disposition, design and adjustment of dosing regimens, and prediction of drug interactions.

PHAR 6213 Pharmaceutical Dosage Forms III-Sterile Products, /Lecture and Laboratory(2)

Prerequisite: Completion of PHAR 6112 or consent of instructor.

Physiochemical properties for the formulation, preparation, stability, and performance of sterile dosage forms. The mathematical calculations for the dosage forms will also be incorporated into the lecture and laboratory sessions. A weekly laboratory session allows for application of pharmaceutical properties and calculations to sterile product preparation.

PHAR 6222 Literature Evaluation and Evidence-Based Medicine(2)

Prerequisite: Completion of PHAR 6123 or consent of instructor.

Overview of drug information resources and systematic approaches for critical evaluation of the medical literature. Problem-based learning strategies will be utilized to assist in combining clinical expertise, patient characteristics and medical evidence for clinical decision-making and effective communication of information.

PHAR 6223 Professional Practice III-Institutional Orientation, /Lecture and Practicum(1)

Prerequisite: Completion of PHAR 6122 or consent of instructor.

Orientation to introductory pharmacy practice experience in an institutional pharmacy setting allows for application of principles.

PHAR 6224 Professional Practice IV-Institutional, /Lecture and Practicum(2)

Prerequisite: Completion of PHAR 6223 or consent of instructor.

Exploration of medication use processes in institutional pharmacy practice settings. Technology, patient safety principles, pharmaceutical compounding (sterile and non-sterile), operational issues and formulary management are emphasized. An eight (8) hour weekly introductory pharmacy practice experience in an institutional pharmacy setting allows for application of principles.

PHAR 6225 Applied Patient Care I, /Lecture and Laboratory(3)

Prerequisite: Completion of PHAR 6121, PHAR 6122 and second-year standing in the Doctor of Pharmacy program or consent of instructor.

Application of patient and health professional behavioral science principles, social issues and patient-centered pharmacy care principles, pharmaceutical knowledge and effective professional communication. Laboratory sessions will focus on immunization certification and delivery, basic life support certification, medical chart review, patient interviewing, medication therapy problem solving, devices and OTC product selection. Issues related to cultural competency are included.

PHAR 6226 Applied Patient Care II, /Lecture and Laboratory(3)

Prerequisite: Completion of PHAR 6121, PHAR 6122, PHAR 6225 and second-year standing in the Doctor of Pharmacy program or consent of instructor.

Application of patient-centered pharmacy care principles, pharmaceutical knowledge and effective professional communication techniques to solve prescription problems and provide drug therapy management in ambulatory pharmacy environments. Laboratory sessions will focus on medication dispensing (prescription and OTC), patient counseling, medical chart review, medication-related problem solving, medication dosage forms, health professional communications, medication error prevention and administration.

PHAR 6227 Pharmacy Law and Ethics(3)

Prerequisite: Second-year standing in the Doctor of Pharmacy program or consent of instructor.

Federal and state statutes and regulations pertaining to the practice of pharmacy, licensing of pharmacists and supportive personnel, and drug distribution. Case law, standards of care and the ethical dilemmas encountered during the provision of care in a variety of patient populations are included. Issues relative to business activities and professional ethics are also covered.

PHAR 6231 Drug Action, Structure, and Therapeutics I-Introduction, Lecture and Workshop(3)

Integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Introduction to pathology and disease states, ADME principles and drug design, receptor theory and signaling mechanisms, and logical patient evaluation.

PHAR 6232 Drug Action, Structure, and Therapeutics II-Nutrition, ANS, and Cardiovascular and Renal I, Lecture and Workshop(4)

Prerequisite: Completion of PHAR 6231 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on patient nutrition/fluid/electrolyte requirements, autonomic nervous system, and therapy for cardiovascular and renal disorders.

PHAR 6233 - Drug Action, Structure, and Therapeutics III-Cardiovascular and Renal II, /Lecture and Workshop(4)

Prerequisite: Completion of PHAR 6232 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Completion of therapy for cardiovascular and renal disorders.

PHAR 6234 Drug Action, Structure, and Therapeutics IV-Endocrine, Pulmonary, and Genitourinary, /Lecture and Workshop(4)

Prerequisite: Completion of PHAR 6233 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on therapy of endocrine, pulmonary, and genitourinary disorders.

PHAR 6321 Pharmacy Practice Management(3)

Prerequisite: Third-year standing in the Doctor of Pharmacy program or consent of instructor.

Introduction of pharmacy operations management, pharmacy financial resources oversight, personnel management and human resources, medication-use process management, compensation mechanisms for pharmacy services, medication safety initiatives, error prevention strategies, developing and marketing of services, innovative services provision and related issues in professional pharmacy practice.

HAR 6322 Disease and Medication Therapy Management I, /Lecture and Workshop (3)

Prerequisite: Completion of PHAR 6231, PHAR 6232, PHAR 6233, PHAR 6234 and third-year standing in the Doctor of Pharmacy program or consent of instructor.

Management of major disease states and medication therapy. Application of knowledge and skills in the following areas will be emphasized: patient interviewing, information gathering, drug therapy planning and problem solving, therapeutic monitoring, therapeutic interventions, and documentation. Workshop sessions will focus on knowledge reinforcement in addition to physical assessment, patient counseling, clinical services reimbursement, and health care provider communication (written and oral) activities.

PHAR 6323 Disease and Medication Therapy Management II, /Lecture and Workshop(2)

Prerequisite: Completion of PHAR 6322 and third-year standing in the Doctor of Pharmacy program or consent of instructor.

Management of major disease states and medication therapy with an emphasis on special populations. Application of knowledge and skills in the following areas will be emphasized: patient interviewing, information gathering, drug therapy planning and problem solving, therapeutic monitoring, therapeutic interventions, and documentation. Workshop sessions will focus on knowledge reinforcement in addition to physical assessment, patient counseling, clinical services reimbursement, and health care provider communications (written and oral) activities. Issues related to cultural competency are included.

PHAR 6324 Health Economics and Drug Treatment Outcomes.(2)

Prerequisite: Completion of PHAR 6123 and third-year standing in the Doctor of Pharmacy program or consent of instructor.

Basic and applied economic theory and principles, pharmacoeconomic analysis of the cost of drug therapy to health care systems and society, and application of pharmacoeconomic research principles in the determination of alternatives producing the best health outcomes for invested resources. Issues related to formulary management, drug usage evaluation, adverse drug events, reimbursement models, and health care reform will also be included.

PHAR 6325 Professional Practice V-Applied Practice Skills, Workshop and Practicum(1)

Prerequisite: Completion of PHAR 6224 or consent of instructor.

Application of patient-centered pharmacy care principles, pharmaceutical knowledge and effective professional communication. The development of a comprehensive pharmaceutical care plan with an accompanying patient case presentation will be required. An eight (8) hour weekly intermediate pharmacy practice experience in a hospital, ambulatory care, community or home health pharmacy practice setting allows for application of principles. Participation in first and second professional-year student teaching will be assigned.

PHAR 6326 Complementary Medicine(2)

Overview of complementary and alternative medicine. Emphasis on herbals and other dietary supplements and their use in management of disease.

PHAR 6335 Drug Action, Structure, and Therapeutics V-Gastrointestinal, Immunological, and Central Nervous System I, /Lecture and Workshop(4)

Prerequisite: Completion of PHAR 6234 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on therapy of gastrointestinal, immunological, and central nervous system disorders.

PHAR 6336 Drug Action, Structure, and Therapeutics VI-Central Nervous System II and Acute Care, /Lecture and Workshop(4)

Prerequisite: Completion of PHAR 6335 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Completion of therapy for central nervous system disorders and focus on substance abuse and management of critically ill patients.

PHAR 6337 Drug Action, Structure, and Therapeutics VII-Infectious Disease, /Lecture and Workshop . .(4)

Prerequisite: Completion of PHAR 6336 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on therapy of infectious diseases caused by bacteria, fungi, protozoans, and helminths.

PHAR 6338 Drug Action, Structure, and Therapeutics VIII-Virology, Oncology, and Toxicology, /Lecture and Workshop(4)

Prerequisite: Completion of PHAR 6337 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on infectious diseases caused by viruses, therapy of neoplastic diseases, and basic/clinical toxicology.

PHAR 6421 Introduction to Advanced Pharmacy Practice Experience. . . .(1)

Prerequisite: Completion of PHAR 6325 or consent of instructor and fourth professional year standing.

Orientation and overview of expectations while completing the advanced pharmacy practice experiences. Required assignments, performance criteria/grading, preceptor/site evaluations, and other general guidelines will be emphasized during this one week orientation.

PHAR 6422 Advanced Pharmacy Practice Experience (required): Ambulatory Care(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience in an ambulatory care setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

PHAR 6423 Advanced Pharmacy Practice Experience (required): Community(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience in a community setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

PHAR 6424 Advanced Pharmacy Practice Experience (required): Institutional(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience in an institutional setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

PHAR 6425 Advanced Pharmacy Practice Experience (required): General Medicine(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience in a general medicine setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

**PHAR 6426 Advanced Pharmacy Practice
Experience (elective): Advanced
Ambulatory Care(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Clinical pharmacy practice experience with additional exploration focusing on an ambulatory care setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

**PHAR 6427 Advanced Pharmacy Practice
Experience (elective): Advanced
Community(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Clinical pharmacy practice experience with additional exploration focusing on a community setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

**PHAR 6428 Advanced Pharmacy Practice
Experience (elective): Advanced
Medicine(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Clinical pharmacy practice experience with additional exploration focusing on a general (or specialty) medicine setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

**PHAR 6429 Advanced Pharmacy Practice
Experience (elective):
Critical Care.(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Clinical pharmacy practice experience with additional exploration focusing on a critical care setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

**PHAR 6430 Advanced Pharmacy Practice
Experience (elective): Drug
Information(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Pharmacy practice experience in a drug information center. Providing written and verbal communication of drug information to healthcare professionals, patients, and the general public.

**PHAR 6431 Advanced Pharmacy Practice
Experience (elective): Geriatrics ..(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Clinical pharmacy practice experience focusing on the geriatric patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

**PHAR 6432 Advanced Pharmacy Practice
Experience (elective):
Pharmacokinetics(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Clinical pharmacy practice experience focusing on the pharmacokinetic monitoring of patients with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

**PHAR 6433 Advanced Pharmacy Practice
Experience (elective): Nutrition ..(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Clinical pharmacy practice experience focusing on nutrition with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

**PHAR 6434 Advanced Pharmacy Practice
Experience (elective): Pediatrics ..(5)**

*Prerequisite: Completion of PHAR 6421 or consent of instructor
and fourth professional year standing.*

Clinical pharmacy practice experience focusing on the pediatric patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

PHAR 6435 Advanced Pharmacy Practice Experience (elective): Psychiatry. .(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on the psychiatric patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

PHAR 6436 Advanced Pharmacy Practice Experience (elective): Surgery. . . .(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on the surgical patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

PHAR 6437 Advanced Pharmacy Practice Experience (elective): Home Health(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on the home health patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

PHAR 6438 Advanced Pharmacy Practice Experience (elective): Advanced Specialty(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Pharmacy practice experience in a variety of settings such as pharmaceutical industry, government, associations, or other health-care related entities. The integration of problem-solving, critical thinking and communication is emphasized.

PHAR 6439 Advanced Pharmacy Practice Experience (elective): Administrative(5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Pharmacy practice experience with a focus on the management of a pharmacy within an institution or other practice setting, including supply procurement, human resource management, interdepartmental committees. The application of problem-solving, critical thinking and communication is emphasized.

PHAR 6501/6502 Special Project/Research (variable)

Courses provide an opportunity for students to work with individual faculty mentors on projects of variable scope. Included activities could be library and/or laboratory and/or survey-type research. All special projects or research need to be approved by the appropriate department chair.

PHAR 6503 Community Service(2)

Hands-on involvement in a community service project and discussion with community leaders, to better prepare to provide pharmaceutical care to a wider segment of the population. Includes development and implementation of a service project or participation in a project currently sponsored by the University. Permission of the Dean's Office is required.

PHAR 6504 Current Topics in Health Care(2)

Explores current topics in health care and examines their relationship and potential impact on pharmacy practice and education. The course will require students to review current news periodicals and Internet-based news sources. Cases will be assigned that require critical analysis and writing of executive summaries.

PHAR 6505 Dangerous Plants and Animals . . .(2)

Focuses on the recognition and identification of dangerous plants and animals found primarily, but not exclusively, in Illinois. The student will learn to assess poisoning situations and recommend management scenarios. Lectures and workshops involving case studies and field trips will be utilized.

PHAR 6506 New Drug Product Development. .(2)

Discussion of current issues involved with drug discovery, development, and regulation. Topics to be discussed include the inclusion of women and children in clinical trials, regulation of dietary supplements and generic drugs, FDA approval of new drugs, RX to OTC switch, product labeling, and direct to consumer marketing.

PHAR 6507 Novel Drug Delivery.(2)

Provides an understanding of novel ways of drug delivery for improved therapeutic effects. Contemporary delivery systems as well as those under advanced development will be discussed. Students will examine the rationale, design, and application of these novel delivery systems.

PHAR 6508 Management of Critically Ill Patients.(2)

Designed to provide the student with skills for the management of critically ill patients. Expands on topics taught in the required courses. This course is directed toward the student seeking to pursue a general pharmacy practice and/or specialized residency program after graduation.

PHAR 6509 Issues in Infectious Diseases(2)

Topics in infectious diseases that frequently are addressed in the lay press. Topics to be discussed may include: Bacterial resistance and the "Super Bugs", Hepatitis, tropical diseases and travel medicine, drug resistant TB, animal/insect borne diseases and emerging viral and fungal pathogens.

PHAR 6510 Sports Medicine for the Pharmacist(2)

Introduces pharmacy students to the specialized applications of drugs used in competitive sports. The historical developments leading to present-day use of performance enhancing drugs will be introduced. The basic pharmacology and toxicology of all the categories of drugs (e.g. anabolic steroids, stimulants, etc.) banned by the major amateur athletic organizations will be discussed. Both nonprescription and prescription medicines will be discussed including the growing area of "nutritional supplements".

PHAR 6511 Community Pharmacy Management(2)

Presented by members of upper management of community pharmacies. Addresses major aspects of the management of modern community pharmacies.

PHAR 6512 Medical Spanish.....(2)

Provides the student with the communication skills necessary to provide care to the Spanish-speaking patient. At the end of this course, students will have an expanded Spanish vocabulary (selected nouns, verbs, adjectives, phrases etc.) plus items specifically related to the practice of pharmacy (i.e., parts of the body, drug formulations, selected disease conditions, etc.). Directed at students not fluent in Spanish.

PHAR 6513 Contemporary Compounding, / Lecture and Laboratory(2)

Designed to expand the students' expertise in the field of extemporaneous compounding. Students will learn practical aspects of compatibility and stability of compounded prescriptions and parenteral products.

PHAR 6514 Issues in Ambulatory Care(2)

Focus on the role of the pharmacist in the ambulatory care setting. Topics will include potential practice opportunities available and the documentation, reimbursement, justification, and marketing of the pharmacist's services. In addition, the student will develop care plans, design outcomes research projects, and examine the importance of the multidisciplinary approach to patient care.

PHAR 6515 Substances of Abuse and Addiction.(2)

Provides an in-depth study of the neuropharmacology of substances of abuse including stimulants, depressants, hallucinogens, and inhalants. Designed to expand on information in required courses. Emphasis on basic pharmacokinetic and pharmacodynamic mechanisms related to the effects of the individual substances of abuse. Current theories of addiction and tolerance will be presented. In addition, various treatments for dependence and detection methods as well as social, legal, and ethical aspects of substances of abuse will be considered.

PHAR 6516 Management Information Systems for Health Care Professionals(2)

Introduces the student to database applications and records management. It will include concepts and techniques for the systematic creation, storage, reproduction, distribution, and retention of records with emphasis on hands-on application of relational database management software, especially Microsoft Access for both desktop and CE versions for the handheld PC.

PHAR 6517 Clinical Toxicology(2)

Designed to expand on required courses in clinical toxicology including the diagnosis and treatment of common poisonings. Emphasis will be given to the basic concepts of patient-oriented toxicology.

PHAR 6518 Geriatric Pharmacotherapy(2)

Reviews and expands on the physical changes that happen as aging occurs that may lead to different therapy choices in the elderly population as compared to younger adults. Emphasis on disease states and clinical situations more commonly seen in the elderly population such as osteoporosis, Parkinson's disease, Alzheimer's disease, etc.

PHAR 6519 Advanced Topics in Women's Health(2)

Designed to build upon the student's basic knowledge of reproductive physiology. Explores the uniqueness of the female gender on the physiology of normal function, pathophysiology and treatment of dysfunction. Integrates various areas of basic science (physiology, pharmacology, pathology, etc.) with clinical sciences.

PHAR 6520 Pharmacy-Based Health Screenings, /Lecture and Laboratory(2)

Prepares participants to develop health-screening programs in a variety of pharmacy practice settings. The focus is risk factor assessment and hands-on experience with technological devices related to cancer, cardiovascular disease (blood pressure and cholesterol), diabetes, and osteoporosis. Also addresses OSHA training, CLIA regulations, policies and procedures, and implementation of screening programs.

PHAR 6521 Elements of Supervision.....(2)

Offers skills development in the supervision of employees (technicians, clerks, and other subordinates) through readings, written assignments and classroom seminar activities. Material will also be reviewed that provides tools for "managing the boss."

PHAR 6522 Natural Products and Drug Discovery.....(2)

Designed to expand on knowledge of natural products and their impact in discovery of lead compounds in drug discovery and development. Focus on isolation, purification, preclinical testing, and early clinical testing of past and current clinical candidates.

PHAR 6523 Advanced Topics in Medicinal Chemistry(2)

Expands on medicinal chemistry topics presented in the required curriculum. Emphasis on recent advances and applications.

PHAR 6524 Advanced Topics in Pharmacology(2)

Expands on pharmacology topics presented in the required curriculum. Emphasis on recent advances and applications.

PHAR 6525 Advanced Topics in Social and Administrative Sciences(2)

Expands on pharmacy administration topics presented in the required curriculum. Emphasis on recent advances and applications.

PHAR 6526 History of Pharmacy(2)

Provides opportunity to explore the historical development of the pharmacy profession. Emphasis on significant changes to profession in the United States.

University Administrators

Frank G. Pogue, Interim President (2008); Ph.D., University of Pittsburgh.

Sandra Westbrooks, Provost/Vice President for Academic Affairs, (2006); Ph.D., Indiana State University.

Katéy Assem, Executive Director of CSU Foundation, MSW, University of North Carolina, Chapel Hill.

Titilayo Abiona, Director of Research, HIV/AIDS Research and Policy Institute, (2006); MD, Obafemi Awolowo University, Ile-Ife, Nigeria.

Adedeji Adefuye, Director, HIV/AIDS Research and Policy Institute, (2007); MD, University of Lagos, Nigeria.

Justin Kanayo Akujieze, Professor of Physics (1991); Ph.D., Illinois Institute of Technology.

Joseph A. Balogun, Dean, College of Health Sciences (1999); Ph.D., University of Pittsburgh.

Robin A. Benny, Assistant to the Provost (2004); M.A., University of Colorado.

Jason Biller, Coordinator of Geographic Information Systems Laboratory (2003); M.A., Indiana State University.

Cecilia Bowie, Dean, Continuing Education and Nontraditional Programs (1999); Ph.D., University of Chicago.

Mary Butler, Director of Academic Evaluations and Advisement (2002); M.S. Spertus College of Judaica.

Faythe Brannon, Acting Director of Field Placement, (2004); B.A., Southern Illinois University.

Rosalyn Brown, Assistant Provost for Student Affairs (1992); Ph.D., Union Institute and University.

Leticia Carrillo, Director of Latino Resource Center, (2000); MA. Chicago State University.

Carol O. Carson-Warner, Director of Educational Opportunity Programs, (1983); Ed.D., Roosevelt University.

Shih-Chang Chao, Director of Information Technology, (1995); Ph.D., Illinois Institute of Technology.

Diane S. Conatser, Chief Information Officer, (2000); M.B.A., University of Texas.

Adama J. Conteh, Executive Director of International Programs, (1999); Ph.D, Howard University.

Esther L. Crawford, Director of Contract Training and Extension, (1986); M.B.A., Governors State University.

Richard Darga, Assistant Provost of Technology Learning Resources (2004); Ph.D., University of Michigan.

Lois Davis, Registrar (1995); M.A., Chicago State University.

Curticine Doyle, Director of Telecommunications (2004). B.S., Central Michigan University.

Mark Durham, Director of Alumni Affairs and Annual Giving, (1995); B.A., Columbia University.

Addie Epps, Director of Admissions (1990), M.B.A., Roosevelt University.

Patricia A. George, Director of TRIO Programs (1994); Ed.D.; Western Colorado University.

Sylvia Gist, Dean, College of Education (2008); Ph.D., University of Chicago.

Tonya Hall, ADA Coordinator of the Abilities Office of Disabled Student Services, Assistant Professor (2007); Ph.D. in Psychology, University of Kansas.

Nancy Hall-Walker, General Counsel for Labor and Legal Affairs (1998); J.D., University of Iowa.

David Hampton, Coordinator of Examinations, (2003); M.S.Ed., Chicago State University.

Jerald L. Henderson, Director of Assessment/ Program Quality (1991); Ph.D., University of Illinois-Chicago.

Bonita Herring, Coordinator of Contract, Sales, and Development Training (2007); B.A., University of Illinois, Chicago.

Carnice Hill, Coordinator of Course Scheduling (1995); M.S., Chicago State University.

Brenda J. Hooker, Director of Financial Aid, (1992); M.S.Ed., Chicago State University.

Chengren (Sharon) Hu, Director of Technical Services, (2006); Ph.D., University of Illinois-Urbana.

Debrah Jefferson, Assistant Vice President for Academic Personnel and Contract Administration (1995); Ph.D., Purdue University.

Beverly M. John, Executive Associate Vice President for Administrative Services (1998); Ph.D., University of California-Berkeley.

Emma Johnson, Bursar (1989); B.A., Chicago State University.

Arnold M. Jordan, Executive Director of Financial Assistance Outreach Center, (1997); MA., Chicago State University.

Lee Junkans, Director of Career Development Center (2005); M.B.A. Baldwin Wallace College.

Dean R. Justmann, Interim Vice-President for Budget, Facilities, and Risk Management (2001); Ph.D., Northwestern University.

Martin Kong, Coordinator of Monographic Acquisitions, (2005); M.L.S., University of Illinois-Urbana.

Kenneth H. Koroma, Associate Vice-President of Sponsored Programs (1996); Ph.D. Southern Illinois University.

M. Dawn Liddicoatt, Director of Teacher Certification (1986); MEd., Chicago State University.

Rachel L. Lindsey, Dean, College of Arts and Sciences, Professor of Psychology (1976); Ph.D., University of Chicago.

Delores L. Lipscomb, Assistant Provost for Academic Development, Professor of English (1977); Ph.D., Union Graduate School.

Romi Lowe, Executive Director of Enrollment Services (1988); M.S., Spertus College of Judaica.

James Maddox, Acting Chief of University Police (2008), M.S. in Criminal Justice, Chicago State University

Lawrence J. McCrank, Dean, Library and Information Services, (2000); Ph.D., University of Virginia.

John Meehan, Internal Auditor, (1992); M.B.A., DePaul University.

Samir Miari, Associate Vice President for Institutional Research and Evaluation (1989), Ph.D., Loyola University of Chicago.

Richard G. Milo, Dean, Honors College, Professor of Anthropology (1995); Ph.D., University of Chicago.

Shirley T. Newman, Student Ombudsman, (1998); M.S., Chicago State University.

Lisa C. Pesavento, Associate Dean, College of Education (1978); Ph.D., University of Illinois-Champaign/Urbana.

Humberto Rivera, Director, Nontraditional Degree Programs (1991); M.S., Harvard University.

Julian Scheinbuks, Acting Director of Distance Learning, (1990); Ph.D., Loyola University- Chicago.

Linda Simpson, Coordinator of University Advancement Programs, (1994); M.S., Langston University.

Farhad Simyar, Dean, College of Business, (2005), DBA, University of Southern California.

David Slatkin, Founding Dean, College of Pharmacy (2003); Ph.D. University of Mississippi.

Arthur Stiers, Director of Physical Facilities Planning and Management (2001); B.Arch., University of Colorado.

Anitra J. Ward, Assistant Provost, Office of Resource Development (1995) Ed.D., Northern Illinois University.

Erma Brooks-Williams, Liaison to the Board of Trustees & Governmental Affairs (1993); Ed.D., Roosevelt University.

Lisa Young, Director, Wellness/Health Center (1996), M.S.N., St. Xavier University.

Terri Young, Director of Engineering Studies (1987); M.B.A., Illinois Institute

Associate and Assistant Deans, Chairpersons, Academic Program Directors

Brenda Eatman Aghahowa, Chairperson, Department of English, Communications, Media Arts and Theatre and Associate Professor of English (1998); Ph.D., University of Illinois, D. Ministry, University of Chicago Divinity School.

Rohan Attele, Chairperson of Mathematics and Computer Science and Associate Professor of Mathematics and Computer Science (1995); Ph.D., Michigan State University.

Floyd Banks, Chairperson of Biological Sciences (1984); Ph.D., University of California at Los Angeles.

Mary Grace Bator, Chairperson, Health, Physical Education, Recreation (1984); Ph.D., University of Illinois at Chicago.

Mario Beatty, Chair, African American Studies (2007), Ph.D. Temple University

Cathryn Busch, Chairperson of Special Education, Early Childhood Education, and Bilingual Education (1994); Ph.D. University of Illinois.

Emmett Bradbury, Chair, Criminal Justice Department (2008), Associate Professor of Philosophy, Ph.D. Northwestern University

H. Frank Cervone, Library Information and Media Studies (2007); Ph.D., Northwestern University.

Robert J. Chierico, Chairperson of Foreign Languages and Literatures and Professor of Foreign Languages (1984); Ph.D., Northwestern University.

Lillian K. Dawson, Chairperson of Art and Design, Associate Professor of Art (1995); M.F.A., Cranbrook Academy of Art.

Ivy Dunn, Chairperson and Professor of Psychology (1997); Ph.D., University of Texas at Dallas.

William Ebomoyi, Chairperson of Health Studies and Professor of Epidemiology (2006); Ph.D, University of Illinois Urbana Champaign.

Michael Ellison, Assistant Dean and Assistant Professor of the College of Pharmacy, (2007); Ed.D. Roosevelt University of Chicago.

Cheryl F. Green, Director of Counseling Center (1989); Ph.D., Southern Illinois University at Carbondale.

Virginia-Ellen Jones, Chairperson of Reading, Elementary Education and Library Information and Media Studies and Professor of Reading (1992); Ph.D., Loyola University.

Michael T. Ellison, Assistant Dean, and Assistant Professor College of Pharmacy (2006); Ed.D., Roosevelt University.

Elmer J. Gentry, Chairman of the Department of Pharmaceutical Sciences (2006); Ph.D. in Medicinal Chemistry, University of Kansas.

Charisse Johnson, Director of Experiential Education (2006); Pharm. D.; MS Pharmacy Administration, University of Illinois Chicago College of Pharmacy.

David R. Kanis, Chairperson of Chemistry and Physics and Professor of Chemistry (1993); Ph.D., University of Wisconsin-Madison.

Dolores Nobles-Knight, Chairperson of the Department of Pharmacy Practice (2006); Pharm. D., University of Southern California School of Pharmacy; M.P.H. in Clinical Effectiveness, Harvard University.

Martin Parks, Director, Ed.D. Doctoral Program and Associate Professor of Educational Leadership, Curriculum, and Foundations (2007), Ph.D., Ohio State University, Columbus, Ohio.

Quraysh Lansana, Director of Gwendolyn Brooks Center and Associate Professor of English, (2001); M.F.A., New York University.

William A. Martin, Associate Director, Nontraditional Degree Programs (1991); EdD. Northern Illinois University.

Nelly Maynard, Assistant Dean of Continuing Education (2001); M.Ed., University of Illinois.

Patricia Prendergast, Chairperson, Department of Nursing and Associate Professor of Nursing (1986); D.N.Sc., Rush University.

Mikal Rasheed, Chairperson of Social Work and Associate Professor of Social Work (1997); Ph.D., University of Illinois, Chicago.

Arthur Redman, Chairperson of Geography, Economics, Anthropology, and Sociology, (1997); Ph.D. University of Massachusetts.

Bernard Rowan, Chairperson, Department of History, Philosophy, and Political Science and Professor of Political Science (1996); Ph.D., University of Chicago.

Leslie K. Roundtree, Chairperson and Assistant Professor of Occupational Therapy (1993); D HSc., University of Indianapolis.

Norma Salazar, Chairperson and Professor of Educational Leadership, Curriculum, and Foundations (1992); Ed.D., Northern Illinois University.

Miriam Mobley-Smith, Associate Dean of the College of Pharmacy (2006); Pharm. D., University of Illinois.

Mark Smith, Chairperson of Music and Professor of Music (1990); M.M., American Conservatory of Music.

Victor A. Sorell, University Distinguished Professor & Associate Dean, College of Arts & Sciences, (1969); M.A.,

University of Chicago.

Patricia Sloan, Executive Assistant to the President, (2008), Professor, College of Health Sciences (2003); Ed.D., Teachers College of Columbia University.

Rachelle S. Stewart, Chairperson and Associate Professor of Health Information Administration (2007); Dr. PH, University of Illinois at Chicago.

Faculty

Aida Abrha, Assistant Professor of Chemistry (2003) Ph.D., Loyola University of Chicago.

Ajayi Adesuyi, Professor of Biomedical Sciences, (2007); Ph.D., University of Glasgow, Scotland.

Tunde Akinmoladun, Associate Professor of Environmental Health (2006); Ph.D., University of Oklahoma Health Sciences Center.

Saleem M. Abuleil, Associate Professor of Management Information Systems (2000), Ph.D., Illinois Institute of Technology.

Brenda Eatman Aghahowa, Chairperson Department of English, Communications, Media Arts and Theatre, (1998); Ph.D., University of Illinois, D. Ministry, University of Chicago Divinity School.

Philip C. Aka, Professor of Political Science (2000); Ph.D., Howard University.

Victor K. Akatsa, Associate Professor of Mathematics and Computer Science (1991); Ph.D., University of Kentucky.

Justin Kanayo Akujieze, Professor of Physics (1991); Ph.D., Illinois Institute of Technology.

Walid M. Al-Ghoul, Assistant Professor of Biological Sciences, (2002); Ph.D., Rutgers University-New Brunswick.

Khalid S. Alsamara, Associate Professor of Management Information Systems, (2001); Ph.D., Illinois Institute of Technology.

Suad J. Alwan, Professor of Management Information Systems, (1988); D.B.A., Mississippi State University.

Beverley Anderson, Professor of Sociology, 2004, Ph.D. Boston College.

Mary Anderson, Assistant Professor of Nursing (1994); M.S. in Nursing., St. Xavier University.

Joyce Owens Anderson, Curator of University Galleries Program and Assistant Professor of Art and Design (2006); M.F.A., Yale University.

Kapila R. Attele, Associate Professor of Mathematics & Computer Science (1995); Ph.D., Michigan State University.

Sarah L. Austin, Assistant Professor of Occupational Therapy, (2001); M.S., Western Michigan University.

Beverley Anderson, Professor of Sociology, (2006), Ph.D., Boston College

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

Pamela A. Bachmeyer, Associate Professor of Nursing (1986); Ph.D., Loyola University of Chicago.

Floyd W. Banks, Professor of Physiology (1984); Ph.D., University of California at Los Angeles.

Mario Beatty, Chair, African American Studies (2007), Ph.D. Temple University

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

Phillip A. Beverly, Associate Professor of Political Science (1994); Ph.D., University of Illinois at Chicago.

Lindsay Bicknell-Hentges, Professor of Psychology (1991); Ph.D., Texas Woman's University.

Robert E. Bionaz, Associate Professor of History (2002), Ph.D., University of Iowa.

Judith Birgen, Associate Professor of Sociology and Social Work (1998), Ph.D., University of Chicago.

Daniel R. Block, Associate Professor of Geography, Economics, & Anthropology (1999); Ph.D., University of California at Los Angeles.

Zafar A. Bokhari, Associate Professor of Marketing, M.B.A.; Roosevelt University.

Mark Bouman, Professor of Geography (1984); Ph.D., University of Minnesota.

Samuel Bowen, Professor of Physics (1995); Ph.D., Cornell University.

Patrice Boyles, Assistant Professor of Technology & Education (2002); M.S.E.D, Chicago State University.

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

Carrie Breitbach, Assistant Professor of Geography (2005), Ph.D. Syracuse University.

Jacqueline K. Bryant, Professor of English (1998); Ph.D., Kent State University.

Linnae Bryant, Assistant Professor of Accounting (1994); J.D., DePaul University.

Sarah Buck, Assistant Professor of Health, Physical Education and Recreation (2007); Ph.D., University of Illinois Urbana-Champaign.

Grace Buchanan, Assistant Professor of Psychology (2006); Ph.D., Southern Illinois University.

Sabita Busch, Professor of Nursing (1995); D.N.Sc., Rush University.

Rosemary Buteau, Assistant Professor of Reading, (1997); Ed.D. National Louis University.

Liyana M. Cabraal, Assistant Professor of Educational Leadership, Curriculum and Foundations, (2001); Ph.D., University of Illinois at Urbana.

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

Notre R. Chatman, Assistant Professor of Library and Information Services (1995); M.A., Governors State University.

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

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

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

Chang K. Choi, Professor of Finance, (1980); D.B.A., California State University – Los Angeles.

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

Paula Mitchell-Chrishon, Assistant Professor of Psychology (2004); Ph.D., Michigan State University.

Raymond H. Y. Chu, Professor of Mathematics and Computer Science (1975); Ph.D., University of Michigan-Ann Arbor.

Kimberly A. Coble, Associate Professor of Physics (2004); Ph.D., University of Chicago.

Jacqueline A. Conley, Associate Professor of Psychology (1999); Ph.D., Howard University.

Robyn J. Conner-Gilbert, Assistant Professor, Reading, (2005), Ed. D., Loyola University.

Marc S. Cooper, Professor of Criminal Justice (1986); J.D., Harvard University.

Ernst Coupet, Associate Professor of Finance, (2001); Ph.D., University of Illinois at Chicago.

Jeff Crisman, Assistant Professor of Art and Design (2007); M.F.A., University of Illinois - Chicago

Shaila Christofferson, Assistant Professor of Art and Design (2007); M.F.A., University of Nebraska - Lincoln

Phillip Cronce, Associate Professor of Philosophy, (2000); Ph.D., DePaul University.

Lorraine A. Daniel, Assistant Professor of Counseling Center, (2000); Ph.D., Wright State University.

Lillian K. Dawson, Associate Professor of Art and Design (1995); M.F.A., Cranbrook Academy of Art.

Alonzo DeCarlo, Associate Professor, Psychology, (2000); Ph.D., University of Toledo.

Kathleen A. Degnan, Instructor, Library and Information Services (2002); MA., Dominican/ Rosary College.

Evelyn M. Delgado-Norris, Associate Professor of Modern Languages (1998); Ph.D. Northwestern University.

Agber Dimah, Professor of Political Science (1993); Ph.D., Washington State University.

Ivy Dunn, Professor of Psychology (1997); Ph.D., University of Iowa.

Alfredo R. Dolich, Assistant Professor of Mathematics and Computer Science (2007); Ph.D., University of Maryland, College Park, MD.

Margaret C. Dust, Associate Professor of Psychology (1993); Ph.D., Andrews University.

Michael C. Edwards, Assistant Professor of Counseling Center, (2001); Ed.D., Harvard University.

Melanie T. Ellexson, Assistant Professor of Occupational Therapy (2000); D.HSc., University of Indianapolis.

Charlesetta Ellis, Associate Professor of Educational Leadership, Curriculum, and Foundations (1992); Ph.D., Loyola University.

Kelly Norman Ellis, Associate Professor of English (1998); Ph.D., University of Kentucky.

John F. Erickson, Assistant Professor of Mathematics and Computer Science (2007); Ph.D., Illinois Institute of Technology, Chicago, Illinois.

Mark A. Erhart, Professor of Biological Sciences (1990); Ph.D., University of Illinois at Chicago.

Victor Etta, Associate Professor of Psychology (1991); Ph.D., University of Pittsburgh.

Mary Q. Faulhaber, Professor of Library and Information Services (1974); M.S.L.S., Atlanta University.

Karla F. Fernandez de Aseff, Assistant Professor of Spanish, (2002); Ph.D., Arizona State University.

Maria Y. Moreno-Florido, Assistant Professor of Spanish (2007) Ph.D. Washington University in St Louis.

Richardson M. Fleuridor, Assistant Professor of Biological Sciences, (2003); Ph.D., Albert Einstein College of Medicine, Yeshiva University.

Jane L. Florine, Professor of Music (1997); Ph.D., Florida State University.

Meton R. Gadelha, Associate Professor of Art and Design, (2000); M.Arch., Cranbrook Academy of Art.

Athanase Gahungu, Associate Professor of Educational Leadership, Curriculum and Foundation, (2001); Ed.D., Northern Arizona University.

Joyce Ache Gana, Assistant Professor of Biological Science, (2001); Ph.D., South Dakota State University.

Francisco Garcia, Associate Professor of Music (1974); Ph.D., Northwestern University.

Maria T. Garretton, Professor of Bilingual Education (1981); Ph.D., Miami University (Ohio).

Andrea Gay, Assistant Professor of Chemistry (2007); Ed.D., Columbia University.

Eddy H. Gayton, Assistant Professor of Foreign Languages and Literatures (2004), Ph.D., University of Chicago.

Alain Gavin, Professor of Art and Design (1974); M.F.A., Brooklyn College, City University of New York.

Christine Gerin, Assistant Professor of Biological Sciences (2005), Ph.D. University of Montpellier.

Monique Germain, Assistant Professor of Nursing (1996); M.S. in Nursing, St. Xavier University.

Dawit Getachew, Professor of Mathematics and Computer Science (1986); Ph.D., Illinois Institute of Technology, Chicago, IL; Ph.D.,

University of Illinois at Chicago, Chicago, Illinois.

Kelvin Gilchrist, Assistant Professor of Industrial Technology, (2007); Ed.D., Virginia Polytechnic Institute.

Tadesse W. Giorgis, Professor of Psychology (1992), Ph.D., University of Iowa.

Paul Gomberg, Professor of Philosophy (1988); Ph.D., Harvard University.

Gabriel Gomez, Associate Professor of Library Science/Communications Media (1998); Ph.D., Northwestern University.

Regina M. Grabowski, Assistant Professor of Nursing (1986); D.N.Sc., Rush University.

Janet L. Grange, Associate Professor of Accounting (1989); J.D., University of Illinois at Chicago.

Nathaniel B. Grant, Assistant Professor of Library and Instruction Services (1996); M.A., Governors State University.

Artisia V. Green, Associate Professor of Communications, Media Arts and Theatre Program (2005), M.F.A., Virginia Commonwealth University.

Nancy C. Grim, Assistant Professor of Elementary Education, (2000); Ph.D. University of Illinois, Chicago.

Tanisha Guy, Assistant Professor of Psychology (2005); Ph.D., St Mary's University.

Kathleen A. Haefliger, Assistant Professor of Library and Information Services, (2001); M.A., University of Minnesota-Duluth.

Qing Haley, Assistant Professor of Library & Information Services (2005), M.L.S. Dominican University.

Janet I. Halpin, Associate Professor of Geography (1996); Ph.D., University of Ottawa.

Karen Hardney, Assistant Professor of Health Studies (1986); M.S.Ed., Chicago State University.

Beverly M. Harper, Assistant Professor of Nursing (1976); Ed.D., Nova Southern University.

Timothy E. Harrington, Associate Professor of Reading, Elementary Education, and Library Information Media Studies, (2000); Ph.D., Cleveland State University.

Sherelene Harris, Associate Professor of Reading, (2003); Ed.D Nova Southeastern University.

Forrest E. Hazard, Professor of English (1968); Ph.D., University of Wisconsin-Madison.

James Hendricks, Associate Professor of Music, (1999); M.F.A., Northern Illinois University.

Leon Hendricks, Assistant Professor, Leadership, Curriculum & Foundations (2005), Ed. D. Loyola University.

Aref Hervani, Assistant Professor of Economics (2005), Ph.D. West Virginia University.

Elizabeth Arnott-Hill, Assistant Professor of Psychology (2006); Ph.D., DePaul University.

Lun-Pin Ho, Professor of Mathematics and Computer Science (1986); Ph.D., Texas Tech University.

Stephen F. Hofer, Associate Professor of Communications, Media Arts and Theatre (1985); Ph.D., Bowling Green State University.

William L. Howard, Professor of English (1997); Ph.D., University of Illinois at Urbana.

Daniel J. Hrozencik, Professor of Mathematics and Computer Science (2002); Ph.D., University of Notre Dame.

Atha Hunt, Associate Professor of Accounting (1975); J.D., Roosevelt University.

Linda B. Hureston, Professor of Nursing (1978); Ph.D., Northwestern University.

Songodina Ifatunji, Associate Professor of Communications, Media Arts and Theatre (1990); M.F.A., University of Massachusetts.

Gail H. Ito, Assistant Professor of Health, Physical Education and Recreation (1999); Ed.D., Northern Illinois University.

Angelique Jackson, Assistant Professor of Reading, (2006), Ed.D. Loyola University.

Karel A. Jacobs, Associate Professor of Biological Sciences (2005), Ph.D. University of California-Davis.

Esther J. Jenkins, Professor of Psychology (1977); Ph.D., University of Michigan.

Lixing Jia, Assistant Professor of Mathematics and Computer Science (1994); Ph.D. University of Illinois at Chicago.

Jesse Johnson, Assistant Professor of Library and Instruction Services (1997); M.S., Chicago State University.

Marva Jolly, Assistant Professor of Art and Design (1990); M.S. Governor's State University.

Hannah A. Jones, Associate Professor of History (1992); Ph.D., Northwestern University.

LeRoy Jones II, Associate Professor of Chemistry (2000); Ph.D., University of South Carolina.

Virginia-Ellen Jones, Chairperson of Reading, Elementary Education and Library Information and Media Studies and Professor of Reading (1992); Ph.D., Loyola University.

Claudia Joplin, Assistant Professor of Educational Leadership, Curriculum and Foundations (2007), Ed. D., Vanderbilt University, Nashville, Tennessee.

Kathy-Anne Jordon, Assistant Professor of Special Education (2006); Ed.D., Teachers College, Columbia University.

Soo Y. Kang, Professor of Art and Design (1995); Ph.D., University of California, Santa Barbara.

David R. Kanis, Chairman of the Department of Chemistry and Physics and Professor of Chemistry (1994); Ph.D., University of Wisconsin Madison.

Terrence J. Kearney, Professor of Marketing (1995); D.B.A., Indiana University, Bloomington.

Margaret A. Kelly, Associate Professor, Elementary Education (2000); Ed.D Loyola University.

Thomas Kenemore, Associate Professor of Social Work (2003); Ph.D., University of Chicago.

Lionel Kimble, Jr., Assistant Professor of History (2005), Ph.D. University of Iowa.

Leslie C. Baker Kimmons, Assistant Professor of Sociology (2001); Ph.D., Howard University.

George Knox, Professor of Criminal Justice (1988); Ph.D., University of Chicago.

Wolanyo Kpo, Professor of Management (1985); Ph.D., Illinois Institute of Technology.

Mark A. Kutame, Associate Professor of Health, Physical Education and Recreation (2000); Ph.D., Ohio State University.

Rita Kucera, Professor of History (1963); Ph.D., Loyola University of Chicago.

Ann E. Kuzdale, Associate Professor of History (1996); Ph.D., University of Toronto.

Azungwe I. Kwembe, Assistant Professor of Library and Information Services (2003); M.L.I.S., Dominican/Rosary College.

Quraysh Lansana, Director of Gwendolyn Brooks Center and Associate Professor of English, (2001); M.F.A, New York University.

John J. Larsen, Professor of Special Education (1976); Ed.D., Loyola University of Chicago.

Carl L. Lawson, Sr., Assistant Professor of Special Education, Early Childhood/ Bilingual Education (2005), Ph.D. Southern Illinois University.

Lorraine M. Lazouskas, Assistant Professor, Library and Information Services (1996); M.L.S., Rosary College.

Carol Leach, Associate Professor of Political Science (1993); Ph.D., Southern Illinois University.

Elroy M. Leach, Professor of Economics (1985); Ph.D., University of Illinois at Chicago.

Ruth A. Leroy, Assistant Professor of Health Information Administration (1987); M.S., Governors State University.

Robert J. LeSuer, Assistant Professor of Chemistry (2005); Ph.D. University of Vermont.

Peter J. Linden, Assistant Professor of Technology and Education (1995); Ph.D., Loyola University.

Christine J. List, Professor of Communications, Media Arts and Theatre (1990); Ph.D., Northwestern University.

Ben-Chieh Liu, Professor of Management Information Systems (1982); Ph.D., Washington University.

Jia Lixing, Associate Professor of Mathematics and Computer Science (1994); Ph.D. University of Illinois at Chicago, Illinois.

Florah Luseno, Associate Professor of Special Education (1997); Ph.D., Virginia Polytechnic Institute State University (Virginia Tech.).

John J. Lynch, Associate Professor of Psychology, (2000); Psy.D., Chicago School of Professional Psychology.

Haki Madhubuti (Don Lee), Professor of English and Speech (1985); M.F.A., University of Iowa

Alexander Makedon, Professor of Educational Leadership, Curriculum, and Foundations (1989); Ph.D., University of Michigan.

Kimberly A. Mann, Assistant Professor of Social Work (1999); Ph.D., Loyola University, Chicago.

Kristy Mardis, Assistant Professor of Chemistry (2004); Ph.D. University of Wisconsin Madison.

Andrew G. Masselli, Assistant Professor of Biological Sciences (2003); Ph.D., University of Georgia.

Sharon Lee McCarthy, Professor of Chemistry (1991); Ph.D., Rensselaer Polytechnic Institute.

Kathleen McInerney, Associate Professor of Bilingual Education (2000); Ph.D., University of Iowa.

Louis Pancho McFarland, Assistant Professor of Sociology (2005), Ph.D. University of Texas.

Bartley L. McSwine, Associate Professor of African American Studies, (1991); Ph.D., Claremont Graduate School.

Mariana G. Meeker, Assistant Professor of Library and Information Services (1977); M.A., University of Denver.

Robert B. Meeker, Professor of Library and Information Services (1979); M.L.S., Syracuse University.

Treadwell Merrill, Assistant Professor of Library and Information Services (1986); M.A.L.S., Rosary College.

Beverly R. Meyer, Professor of Library and Information Services (1982); M.A., Northern Illinois University.

Richard G. Milo, Dean of the Honors College and Professor of Anthropology (1995); Ph.D., University of Chicago.

Michael N. Mimnaugh, Associate Professor of Chemistry (1983); Ph.D., Purdue University.

Annie Moore, Professor of Library and Information Services (1974); M.A.L.S., University of Wisconsin.

Suzuko Morikawa, Associate Professor of History (2002); Ph.D., Temple University.

Gebeyehu Mulugeta, Associate Professor of Geography (1994); Ph.D., Michigan State University.

Jean Murphy, Associate Professor of Early Childhood Education (1999); Ed.D., National Louis University.

Paul M. Musial, Associate Professor of Mathematics and Computer Science (2002); Ph.D., University of Illinois at Chicago.

Saidou M. N'Daou, Professor of History (1997); Ph.D., University of Minnesota.

Debra J. Nelson, Assistant Professor of Health, Physical Education and Recreation (1999); Ed.D., Northern Illinois University.

Asare Nkansah, Assistant Professor of Chemistry (2004); Ph.D., University of Cincinnati.

William J. O'Brien, Assistant Professor of Art and Design (2007); M.F.A., School of the Art Institute Chicago.

Sharon O'Donnell, Professor of Mathematics and Computer Science (1985); D.A., University of Illinois at Chicago.

Christine N. Ohale, Professor of English and Speech, (2001); Ph.D., University of Nigeria.

Elizabeth Osika, Assistant Professor of Technology and Education (2005); Ph.D. Purdue University.

Sureshrani Paintal, Professor of Early Childhood Education (1993); Ph.D.; Pennsylvania State University.

Yvonne M. Patterson, Assistant Professor, Counseling Center (2005), Psy.D. Argosy University Illinois School of Professional Psychology.

Marian Perkins, Assistant Professor Criminal Justice (1998); J.D., Howard University.

Eric L. Peters, Associate Professor of Biological Sciences (1996); Ph.D., Colorado State University.

Nampeang Pingkarawat, Professor of Economics (1982); Ph.D., University of Illinois at Chicago.

Gregory Place, Associate Professor Health, Physical Education, and Recreation (2002); Ph.D., Indiana University – Bloomington.

Venkateswara Potluri, Associate Professor of Biological Sciences (2002); Ph.D., Banaras Hindu University.

Patricia Prendergast, Chairperson of the Department of Nursing and Associate Professor of Nursing, (1986); D.N.Sc. Rush University.

Barbara J. Price, Assistant Professor, Health Information Administration (2001); M.P.A., University of Illinois at Chicago.

William Jason Raynovich, Assistant Professor of Music (2007); D.M.A., University of Illinois at Urbana.

Arthur Redman, Chairman of the Department of Geography, Sociology, Economics, and Anthropology and Associate Professor of Sociology, (1991); Ph.D., University of Massachusetts.

Edward J. Reed (Justy), Associate Professor of Health, Physical Education and Recreation (2002); Ph.D., University of Minnesota Twin Cities.

Arthur M. Reese, Associate Professor of English and Speech (1996); M.A., University of Virginia.

Alesia Richardson, Assistant Professor of Psychology (1998); M.A., Western Michigan University.

Robert Richter, Assistant Professor of Chemistry (2003); Ph.D., University of Missouri- Columbia.

Rosemary Ricks-Saulsby, Assistant Professor of Nursing (1986); Ph.D., Walden University.

Felix M. Rivas, Assistant Professor of Chemistry (2006); Ph.D., State University of New York at Buffalo.

Barbara Roper, Assistant Professor of Accounting (1998); M.S., DePaul University.

Irvin J. Roth, Professor of Geography (1972); Ph.D., Syracuse University.

Kathy Rosa, Assistant Professor of Library Information and Media Studies, (2007), Ed.D University of Houston, **Thomas B. Rowan III**, Chairman of the Department of History, Political Science and Philosophy and Associate Professor (1996); Ph.D, University of Chicago.

Steven Rowe (2007), Assistant Professor of History (2007); Ph.D., Duke University.

Mel S. Sabella, Associate Professor of Physics (2001); Ph.D., University of Maryland.

Behrooz Saghafi, Professor of Management, Marketing and Information Systems (1988); Ph.D., State University of New York at Buffalo.

Yan D. Searcy, Assistant Professor of Social Work and Sociology (1995); Ph.D., University of Chicago.

Sherri F. Seyfried, Associate Professor of Social Work (2002) Ph.D., University of Illinois at Chicago.

Juanita C. Sharpe, Assistant Professor of Biological Sciences (2003); Ph.D., State University of New York at Stony Brook.

Virginia S. Shen, Professor of Foreign Languages and Literature (1991); Ph.D., Arizona State University.

Carol Schultz, Assistant Professor of Educational Leadership, Curriculum and Foundations (2007), Loyola University at Chicago.

Howard A. Silver, Professor (Emeritus) of Mathematics (1972); Ph.D., University of Illinois at Urbana.

Raj P. Sinha, Associate Professor of Biological Sciences (1992); Ph.D., University of Manitoba.

Lute Smith, Associate Professor of Accounting (1988); J.D., John Marshall Law School.

Mark Smith, Chairman of the Department of Music and Professor in Music (1990); M.M., American Conservatory of Music.

Regina Smith, Assistant Professor of Occupational Therapy (2005), M.S. University of Illinois at Chicago.

Charlene C. Snelling, Assistant Professor of Library and Information Services (1990 M.S., Atlanta University.

Richard J. Solakiewicz, Professor of Mathematics and Computer Science (1988); Ph.D., University of Chicago.

Victor A. Sorell, University Distinguished Professor & Associate Dean, College of Arts & Sciences, (1969); M.A., University of Chicago.

John L. Stedl, Professor of Management Information Systems (1984); Ph.D., University of Delaware.

Patricia Steinhaus, Associate Professor of Early Childhood Education (1999); Ph.D., University of Illinois at Urbana.

Roxanne Stevenson, Professor of Music (1992); M.S., University of Illinois at Urbana.

Marjorie M. Stinespring, Professor (Emeritus) of Mathematics and Computer Science (1986); Ph.D., University of Illinois at Urbana.

Nicole Y. Strange, Associate Professor of Reading, (2001); Ed.D, Temple University.

Mark A. Sudeith, Professor of Music (1984); D.Mus., Indiana University- Bloomington.

Kevin Swier, Associate Professor of Biological Science (1997); Ph.D., University of Chicago.

Robert J. Szyman, Assistant Professor of Health, Physical Education and Recreation (2007); Ph.D., University of Illinois Urbana-Champaign.

Larry J. Szymczak, Associate Professor of Biological Sciences (1983); Ph.D., University of Notre Dame.

Douglas Thomson, Professor of Criminal Justice and Sociology (2002); Ph.D., University of Illinois at Chicago.

Gabriele M. Toth, Assistant Professor of Library Information Services (2005), M.S. University of Illinois/Urbana.

Nasiah Cirincione Ulezi, Assistant Professor of Early Childhood Education (2006); Ed.D. Loyola University of Chicago.

Cynthia K. Valenciano, Associate Professor of Special Education, Early Childhood, and Bilingual Education (1995); Ph.D., University of Illinois at Chicago.

Thomas Vaughn, Associate Professor of Accounting (1982); J.D., University of Kansas.

Luis Vidal-Ascon, Professor of Mathematics and Computer Science (1995); Ph.D., Illinois Institute of Technology.

Bernard Walker, Assistant Professor of Philosophy (1996); M.A., Loyola University.

John Walsh, Assistant Professor of Criminal Justice (2005); MA, Southern Illinois University at Carbondale.

Laurie Walter, Associate Professor Zoology (1984); Ph.D., Yale University.

Guang-Nay Wang, Professor of Mathematics and Computer Science (1980); Ed.D., Oklahoma State University, Stillwater, OK; Ph.D., Illinois Institute of Technology, Chicago, Illinois.

Jesse Y. Wang, Professor of Mathematics and Computer Science (1983); Ph.D., Washington State University; MBA, The University of Chicago.

Karen D. McCurtis-Whitherspoon, Assistant Professor of Psychology, (1998); Ph.D., Loyola University.

Pharaz A. Whitted, Assistant Professor of Music (1998); M.M., Indiana University-Bloomington.

Deborah S. Williams, Associate Professor of Music (2002); M.M., University of Oklahoma Norman.

Renee F. Williams, Assistant Professor of Criminal Justice (1980); J.D., University of California at Los Angeles.

Dorcas Williams-Davidson, Associate Professor of Nursing (1988); Ed. D., Nova Southern University.

Elizabeth S. Wittbrodt, Associate Professor of Occupational Therapy (1989); M.S., Governors State University.

Chyrese Wolf, Assistant Professor of Reading, (2007), Ed.D. Loyola University.

Alicia Quiroz Woodruff, Assistant Professor of Spanish (2004), Ph.D. University of California/Davis.

Andrea Woodson-Smith, Associate Professor of Health, Physical Education, and Recreation (2004); Ph.D. Texas Woman's University.

Roland E. Wulbert, Professor of Sociology (1987); Ph.D., University of Chicago.

Asmamaw Yimer, Professor of Mathematics & Computer Science (2007); Ph.D., Illinois State University, Normal, Illinois.

NuruYakubu Ubangiji, Associate Professor of English and Speech (1995); Ph.D., Indiana University of Pennsylvania.

George I. Zazi, Professor of Mathematics and Computer Science (1984); Ph.D., Illinois Institute of Technology.

Shuming Zheng, Associate Professor of Physics (2000); Ph.D, Illinois

University Calendar*

Fall 2008

Aug. 25	Classes Begin
Aug. 25-26	Late Registration, \$100 late fee charged
Oct. 30	Midterm grades due via CSU X-Press
Nov. 3-28	Spring 2009 Priority Web Registration
Nov. 27-29	Thanksgiving Holiday
Dec. 3	Last Day of Classes
Dec. 4-10	Final Examination Period
Dec. 11	Final Grades Due via CSU X-Press
Dec. 12	Fall 2008 Semester Ends

2008/2009

Intersession

Nov. 17-Dec. 3	Registration for 2008/2009 Intersession
Dec. 12	First Day of Classes
Dec. 15	Last Day to Drop Intersession Classes
Dec. 24-25	Holiday, No Classes
Dec 31-Jan. 1	Holiday, No Classes
Jan. 15	Last Day of Intersession Classes
Jan. 20	Intersession Grades Due via CSU X-Press

Spring 2009

Nov. 12-Dec. 3	Advanced Spring 2009 Web Registration
Dec. 1-3	Web Registration continues
Dec. 15-Jan.14	Spring 2009 Registration/Change of Prog.
Jan. 1-14	Spring 2009 Registration/Change of Prog.
Jan. 20	First Day of Classes
Jan. 20	Late Registration/\$100 Late Fee
Jan. 24	Saturday Classes Begin
Feb. 9	Deadline to File Graduation Applications

Feb. 16	Holiday, Presidents' Day, No Classes
Mar. 12	Mid-Term Grades Due Via CSU X-Press
Mar. 15-22	Spring Recess, No Classes
Mar. 23-Apr. 29	Advance Summer 2009 Registration
April 22-Aug. 9	Advance Fall 2009 Registration
May 13	Last Day of Classes
May 14-20	Final Examination Period
May 21	Final Grades Due via CSU-Xpress
May 22	Spring 2009 Semester Ends

Fall 2009

Apr. 22-Aug. 9	Priority Web Registration
Aug. 18-22	Fall 2009 Web/Intersession Registration
Aug. 24	First Day of Classes
Aug 24-25	Late Registration, \$100 Late Fee
Oct. 26	Mid-Term Grades Due via CSU-Xpress
Nov. 12-30	Spring 2010 Priority Web Registration
Dec. 5	Last Day of Classes
Dec. 7-12	Final Examination Period
Dec. 14	Final Grades Due via CSU-Xpress
Dec. 15	Fall 2009 Semester Ends

2009/2010

Intersession

Dec. 8	Registration for Intersession
Dec. 15	Classes Begin
Dec. 24-25	Holiday, No Classes
Dec. 31-Jan. 1	Holiday, No Classes
Jan. 13	Last Day of Intersession Classes
Jan. 14	Grades Due via CSU X-Press

Spring 2010

Jan. 19	First Day of Classes
Feb. 15	Presidents' Day, No Classes
Mar. 15-21	Spring Recess, No Classes
Apr. 2-3	Academic Recess, No Classes
May 7	Last Day of Classes
May 8-14	Final Examination Period
May 17	Final Grades Due via CSU X-Press

Summer 2010

May 24	First Five-week Session Begins
June 26	First Five-week Session Ends
June 28	Second Five-week Session Begins
Aug. 12	Second Five-week Session Ends
Aug.13	Final Grades Due via CSU X-Press

***Dates may
change as
necessary**

INDEX

A

Abilities Office 59
Academic Computing Center 57
Academic Departments / Programs Directory 6
Academic Program Directors 247
Accreditation 14
Administrative Certificate Program 142
Administrative Offices 7
Admission of International Students 29
Admission to
 Doctoral Programs 28
 Graduate Certificate Programs 28
 Master's Programs 28
Adult Education 137
Anthropology (ANTH)
Associate / Assistant Deans 247
Athletics 57
Audio/Visual Services 69

B

Bilingual Education: 121, 132
Bilingual Education (BIL) 133
Biology 77
Board of Trustees 4
Breakey Theater 58
Building Directory 10

C

Campus Map 10
Campus Ministry 58
Career Development Center 58
Center for
 Urban Mental Health Research 70
 Urban Policy and Leadership 71
 Urban Research in Education 71
Chairpersons 247

Chemistry (CHEM)
Chief Administrative Officers 5
Child Care Center 59
Chinese (CHIN)
Class Attendance 53
College Level Grievance Process 206
College of Education Institutional Report Card
 2005–2006 126
College of Education Institutional Report Card
 2005–2006 126
College of Health Sciences Credo Statement 205
College of
 Arts & Sciences 73
 Arts & Sciences Graduate Courses
 Education 119
 Education Policies 122
 Health Sciences 205
 Pharmacy 221
College's Policy on Student Employment 232
Commencement 52
Communications, Media Arts
 and Theatre (CMAT)
COMMUNICATIONS MEDIA (CM) 168
Community Development 98
Computer Science 79, 80
Computing Center 57
Computing Services 67
Counseling Center 59
Criminal Justice 83, 84
Curriculum and Instruction 121, 135

D

Dean's List 231
Debt Management 44
Department of
 Health, Physical Education, and
 Recreation 183
 Pharmaceutical Sciences 234
 Pharmacy Practice 235
 Technology and Education 183
Diplomas 39
Disabled Student Services 59
Distance Learning 68
Doctoral Dissertation 48

Doctor of Education in Educational Leadership 143

Drug Abuse Counselor Training 117

E

Early Childhood Education 121, 152

Early Childhood Education (ECH) 154

Economics (ECON)

Educational Leadership and Administration 121, 140

Educational Leadership, Curriculum and Foundations 144

Educational Technology 137

Education (ED) 185

Elementary Education 121, 137

Elementary Education (ELED) 159

Endorsement In School Counseling 116

English 90, 93

Equal Employment Opportunity Office 60

Evening and Commuter Student Services 60

Extension Services 60, 61

F

Faculty 249

Federal Perkins Loan 44

Field Placement 60

Foreign Languages and Literatures (FL&L)

Foundations of Education 138

Fredrick Blum Neighborhood Assistance Center 72, 101

French (FREN)

G

Geographic Information Systems 98

Geography (GEOG) 97, 98

Grade Point Average 48

Grading System 47

Graduate Academic Progress 52

Graduate and Professional Studies Council 19

Graduate Certificate

in Community Development 98

Graduate Certificate

in Geographic Information Systems 98

Graduate Certificate Program 116

Graduate Courses

Graduate Degree Programs 121

Graduate Extension Service 61

Graduation Honors 231

Graduation Requirements 230

Grievances 56, 233

Gwendolyn Brooks Center 61

H

Health and Safety (HS) 169

Health Information

Administration (HIA) 209

Health Insurance 42

Health, Physical Education and Recreation 168

Health Sciences Credo Statement 205

Higher Education Administration Option 142

History 101

History (HIST) 103

HIV/AIDS Policy and Research Institute 71

Housing 15, 61

I

Identification Card 55

Illinois Certification Testing System

Annual Institution Report 130

Illinois Residency 38

Information and Media Studies 168

Initial Teacher Certification Programs 122

Installment Payment Plan 42

Institutional Animal Care and Use Committee 70

Institutional Review Board 69

Instructional Leadership

National Board Certification 136

Instructional Technology 68

International Programs 62

International Students 29

Interession 2008/2009 260

Interession 2009/2010 261

L

INDEX

Latino Resource Center 63
Library and Information Services 63
Library Building Directory 64
Library Information and Media Studies 164
LIBRARY INFORMATION (LIMS) 166

M

Master of Arts in
 Counseling 112
 English 90
 Geography and Economic Development 97
 Arts in Teaching 153
 Fine Arts 92
Master's Thesis 48
Mathematics 107
Mathematics (MATH) 108
Matriculation Process 228
Media Productions 68
Media Services 67
MIA/POW Scholarship 44
Middle School Education (MIDS) 162

N

National Direct Student Loan 44
Non-degree Study 27

O

Occupational Therapy 212
Ombuds Office 66
Online Payments 43

P

Physical Education 121
Physical Science
Physics (PHYS)
Physiology (PSLY)
Plagiarism 56
Policy on
 Release of Information 55
 Student Conduct 55
Post-Baccalaureate Certificate in

 Alcohol and other Drug Abuse
 Counselor Training 117
 Health Information Administration 207
POW Scholarship 44
Pre-Pharmacy Requirements 225
President, Message from 1
Probation Policy 52
Professional Code of Conduct Policy 124
Professional Practice Experiences 230
Program Information for
 Chicago State University 131
Programs Directory 6
Psychology 111
Psychology (PSYC) 117

R

Radiation Safety Officer 70
Reading 121, 178
Readmission after Dismissal
 for Poor Academic Performance 227
Recreation (REC) 175
Registration Holds 38
Release of Information 55
Religious Observance 54
Research Compliance Committees 69
Research Development Office 72
Residence Hall 15, 61
Residence Life 62
Residency Appeal Procedure 39
Robinson University Center (RUC) 66

S

Satisfactory Academic Progress Policy 45
Scholarships 231
Seal, university 14
Secondary Education 122, 137, 182
Social Work
Social Work (SWK)
Sociology (SOC)
Spanish (SPAN)
Special Education 122, 189
Special Education (S ED) 190
State of Illinois Certification Exam 27

Student

Activities 67

Affairs 66

Awards 231

Complaint Procedures 57

Computing Services 67

Conduct 55

Government Association 67

Grievance Policy 233

Health Insurance 42

Identification Card 55

Study Abroad (SAB)

Z

ZOOLOGY (Z00L) 79

T

Teacher Certification 66

Teacher Certification Programs 21

Teacher Education 128

Teacher Education Vision 128

Teacher Preparation Program 21, 66, 126

Technical Standards for Admission 226

Technology and Learning Resources 67

Technology & Education 122, 194

Television Services 69

Transcripts 39

Transfer Admission from another College of
Pharmacy 227

Tuition and Mandatory Fees* 40

Types of Admission 30

U

University Administrators 244

University Calendar 260

University Research and

Research Development Centers 70

University Research Compliance Committees 69

V

Veterans Scholarship 44

W

Withdrawal from the University 55

notes

notes

