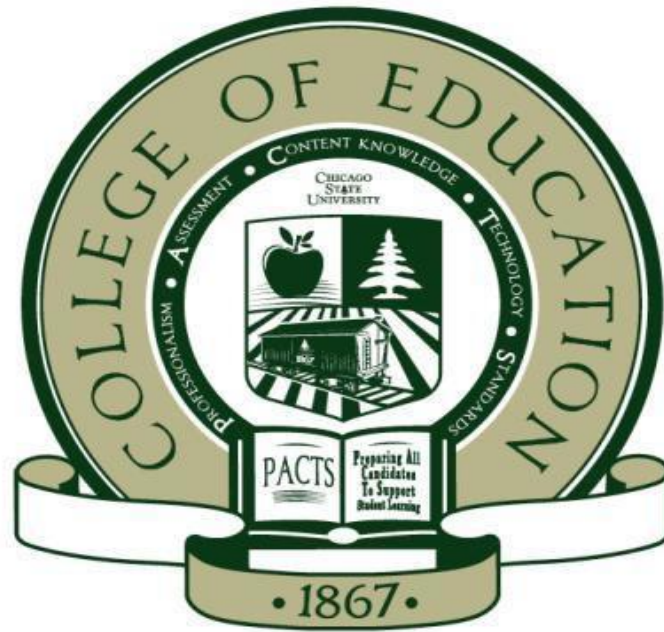


# Chicago State University



## College of Education

Department of Early Childhood  
Masters Degrees in

Early Childhood Education (MS Ed)– for  
Certified/Licensed Teachers

Masters of Arts in Teaching (MAT) – to attain  
Initial Certification/Licensure

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## OVERVIEW

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

### **There are two Masters Degrees in Early Childhood Education and one Post Baccalaureate Certificate.**

#### *Master of Science in Education in Curriculum and Instruction (3 OPTIONS)*

The Master of Science in Education in Curriculum and Instruction program offers a degree in Curriculum and Instruction with an emphasis on Early Childhood Education. The program provides the experienced teacher an opportunity to gain new knowledge and skills in teaching and thereby improve his or her effectiveness in the classroom. The option in Early Childhood Education meets the guidelines of the National Association for the Education of Young Children (NAEYC). Completion of the Master of Science in Education degree in Curriculum and Instruction with an option in Early Childhood Education does not lead to teacher certification by entitlement (See Appendix C).

#### *Master of Arts in Teaching Early Childhood Education*

The department offers two options for a Master of Arts in Teaching Degree in Early Childhood Education. Option one provides individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of Arts in Teaching degree in Early Childhood

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

## **CHICAGO STATE UNIVERSITY MISSION**

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

### *Vision Statement*

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

### *Core Values*

Chicago State University values:

Intellectual development,

Creative and innovative thinking and learning,

Dignity and unique talents of all persons,  
Responsible choices and actions,  
Personal and academic excellence,  
Personal, professional and academic integrity,  
Diversity,  
Leadership, service, philanthropy, social justice, and  
entrepreneurship,  
Pride in self, community and the university,  
AND Lifelong learning.

## **History**

Chicago State University was founded as a teacher training school in Blue Island, Illinois on September 2, 1867. Today, the University is a fully accredited public, urban institution located on 161-picturesque acres in a residential community on Chicago's South side. CSU is governed by a Board of Trustees appointed by the Governor of Illinois. The University's five colleges—Health Sciences, Arts and Sciences, Business, Education and Pharmacy—offer 36 undergraduate and 25 graduate and professional degree-granting programs. CSU also offers an interdisciplinary Honors College for students in all areas of study and has a Division of Continuing Education and Nontraditional Degree Programs that offers extension courses, distance learning and not-for-credit programs to the entire Chicago community.

## **COLLEGE OF EDUCATION MISSION**

*College of Education Mission:*

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

*College of Education Vision:*

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

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

*Accreditation:*

Accredited by the North Central Association (NCA) of Colleges and Schools

Accredited by National Council for the Accreditation of Teacher Education (NCATE) since 1954

All programs approved for certification by the Illinois State Board of Education (ISBE)

One of only 22 Illinois institutions (57 total) accredited by NCATE

All programs, with national professional association standards (SPA), are in full compliance

## **College of Education's Conceptual Framework**

### *Conceptual Framework and Philosophy:*

The National Council for Accreditation of Teacher Education's (NCATE) Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, maintains that "the conceptual framework establishes the shared vision for the unit's effort in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability." (NCATE, 2008, p. 12) From its meager beginnings as an experimental teacher training school in 1867, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens. Five themes (Professionalism, Assessment, Content Knowledge, Technology and Standards) provide the basis for the College's conceptual framework. Known as P-A-C-T-S, the College conceptual framework guides activities in this program.

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

student learner and the learning environment. Teaching and learning are informed by Standards to maximize the candidate preparedness and to maintain the effectiveness of the unit (See Appendix A).

## **MISSION OF THE DEPARTMENT OF EARLY CHILDHOOD AND BILINGUAL EDUCATION (ECBE)**

The Department of ECBE is committed to providing excellent preparation in teaching candidates to be prepared to take on the ever evolving roles in the early childhood classroom. The department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of an academic masters degree program. Reflected in both the quality of its program, and the background of its faculty are (a) strong grounding in educational theory and research; (b) developing student's skills in critical thinking, reflective practice and applied research; (c) modeling effective management and teaching practices; (d) addressing issues prevalent in a pluralistic society; (e) collaborating with the departments in the university; and (f) working in partnership with local, national and international educational organizations to lead in the development of effective and viable early childhood environments.

### **Admission Requirements**

#### *General Requirements*

- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Graduation requirements include a minimum of half the student's course work completed at the 5000-level, successful completion of written and oral examinations,



and successful completion of a professional portfolio and thesis.

- Admission to the College of Education, which includes successful completion of the Illinois Test of Academic Proficiency or equivalent, is required prior to registration in any professional education courses.
- All master's degree requirements must be completed within six years.
- NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

## **Early Childhood Education**

Department: Early Childhood and Bilingual Education

Chairperson: Timothy Harrington

Faculty: Patricia Steinhaus

### **Degree(s)/Licensure with Endorsement Degree or Certificate Route**

#### **Master of Science in Curriculum and Instruction (MS Ed)/Early Childhood Education**

- Option I: Professional Enhancement for those who have a bachelor's degree in early childhood
- Option II: Career Change Option for those who come to early childhood with a bachelor's degree in another discipline
- Option III: MSEd degree with an Early Childhood Special Education (ECSE) Approval for those who have an Illinois Teaching License with an Early Childhood or

Special Education LBS1 endorsement. Option IV:  
Infant Toddler Specialist degree

### **Master of Arts in Teaching (MAT)/Early Childhood Education**

- Master's degree + Professional Educator Licensure with endorsement in early childhood
- Master's degree + subsequent endorsement in early childhood for licensed professionals

**Post-Baccalaureate** earning Professional Educator Licensure with endorsement in early childhood through the certificate route.

### **Content Designations** ECH

### **Master of Science in Education in Curriculum and Instruction/Early Childhood**

The Master of Science in Education in Curriculum and Instruction program offers a degree in Curriculum and Instruction with an emphasis on Early Childhood Education. The program provides several options to accommodate the diversity of the early childhood workforce. Degree options are designed for:

- Experienced early childhood who wish to enhance their knowledge and skills;
- Professionals with degrees in other disciplines who are changing careers;
- Professionals with Illinois Professional Educator Licenses with early childhood or special education LBSI endorsements who are able to earn an early childhood special education approval;

- Professionals who wish to develop specialized knowledge of infants and toddlers.

The degree options in Early Childhood Education meet the guidelines of the National Association for the Education of Young Children (NAEYC). Completion of the Master of Science in Education degree in Curriculum and Instruction with an option in Early Childhood Education does not lead to teacher certification by entitlement.

## **Master of Arts in Teaching Early Childhood Education**

The department offers two options for a Master of Arts in Teaching Degree in Early Childhood Education. Option one provides individuals who have earned a bachelor's degree in another discipline the opportunity to earn a master's degree and an Illinois Professional Educator License with early childhood endorsement. Licensure requires successful completion of the Illinois Test of Academic Proficiency, Content Area Test, and an edTPA portfolio which scores at a passing rate.

### **General Requirements**

- Admission to the degree program is contingent upon good academic standing, acceptance by the department, and passing scores on the Illinois Test of Academic Proficiency.
- Graduation requirements include a minimum of half the student's course work completed at the 5000-level, successful completion of written and oral examinations, and successful completion of a professional portfolio and thesis.
- All master's degree requirements must be completed within six years.

## **Post-Baccalaureate**

### **SPECIAL NOTES:**

- **Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.**
- **All master's degree requirements must be completed within six years.**

## **The Master of Science in Education in Curriculum and Instruction**

### **Admission Requirements**

Applicants intending to apply to the early childhood-primary education program must:

- Submit proof of successful completion of Illinois Test of Academic Proficiency or an ACT score of 22 including the writing portion of the ACT;
- Provide transcript(s) as evidence of a baccalaureate degree from an accredited college or university and as evidence that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0;
- Present written recommendations from two school administrators and /or supervisors familiar with the applicant's work.

**NOTE:** All candidates in the MSEd/Early Childhood Education degree must present evidence of completion the following courses by the end of the first year of their program: ECH 5001, 5020, 5150, 5170.

**ADDITIONAL NOTE:** The Early Childhood Special Education Approval Option of the MSEd degree is restricted to

candidates who hold an Illinois Professional Educator License with an Early Childhood or LBS1 Endorsement.

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

**NOTE: This degree does not result in teacher licensure.**

- Required Core Courses (15 credit hours): ECH 5270, 5320, 5970 or ED 5960, ECEE 5462 (Internship), ECEE 5466 (Thesis).
- Required Professional Early Childhood Courses (18 credit hours): ECH 5250, 5280, 5440, 5850 (or ECSE 5850); READ 5230.

### **MSEd Early Childhood Degree for Non-ECH Majors Option II (45 credit hours)**

**NOTE: This degree does not result in teacher licensure.**

- Required Courses (12 hours) (NOTE: MUST present evidence of completion the following courses by the end of the first year of their program: ECH 5001, 5020, 5150, 5170).
- Required Core Courses (15 credit hours): ECH 5270, 5320, 5970 or ED 5960, ECEE 5462 (Internship), ECEE 5466 (Thesis).
- Required Professional Early Childhood Courses (18 credit hours): ECH 5250, 5280, 5440, 5850 (or ECSE 5850); READ 5230.

## **MSEd with Early Childhood- ECSE Approval Option III (39 credit hours)**

- Required Core Courses (15 credit hours): ECH 5270, 5320, 5970 or ED 5960, ECEE 5462 (Internship to be completed in an Early Childhood Special Education Classroom), ECEE 5466 (Thesis).
- Required courses (12 hours): ECH 5250, 5280, 5440, Read 5230.
- Course Requirements for Early Childhood Special Education Approval (12 hours): ECSE 5150, 5309, 5319, 5850.

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

## **Early Childhood Infant Specialist Degree Option IV (42 Credits)**

- Required Core Courses (15 credit hours): ECH 5270, 5320, 5970 or ED 5960, ECEE 5462 (Internship to be completed in an Early Childhood Special Education Classroom) and ECEE 5466 (Thesis).
- Required courses (24 credit hours): ECH 5440, ECH 5305, ECH 5550, SED 5466, ECSE 5150, ECSE 5309, ECSE 5319, ECSE 5850, READ 5320.

**NOTE: Candidates who hold an Illinois License with an Early Childhood or LBS1 Endorsement will be granted**

**the Early Childhood Special Education Approval upon completion of this degree option.**

## **Degrees/Programs Earning Licensure**

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

#### **Admission Requirements**

Applicants intending to apply to the Master's of Arts in Teaching in Early Childhood Education program must:

1. Submit proof of successful completion of Illinois Test of Academic Proficiency (TAP) or an ACT score of 22 including the writing portion of the ACT;
2. Provide transcript(s) as evidence of a baccalaureate degree from an accredited college or university;
3. Prove that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 2.75;
4. Demonstrate completion of 18 credit hours of course work beyond the introductory level and at the 2000 level or above in an approved undergraduate major with a minimum GPA of 3.0 and a minimum grade of C.
5. Submit proof that undergraduate course work meets a minimum grade of C threshold in the following general education requirements:
  - a. Three credit hours in each of composition II, speech, college-level mathematics, biological science, physical science (at least one science course must include a laboratory).
  - b. Nine credit hours from at least two disciplines in the humanities: fine arts (art, music, theater), foreign language, literature, philosophy.

- c. Nine credit hours in the following social sciences: US history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
  - d. One course incorporating multicultural or global perspectives.
6. Present written recommendations from two school administrators and/or supervisors familiar with the applicant's work.

### **Required Courses (58 credit hours)**

- Required Core Courses (9 credit hours): ECH 5270, 5320, 5970\* or ED 5960\*.
- Required Courses (49 credit hours): ECH, 5001, 5008, 5009, 5020, 5150, 5170, 5180, 5319, 5120, 5850, ED 5312, 5485; READ 5230; SED 5301 and 5303.

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

### **Additional Requirements**

Passing score on Illinois Early Childhood Content Area Test. Students must submit proof of passing the content area test to the department office and to the Field Placement Office before they will be allowed to student teach. In addition, all candidates complete, submit, and receive a passing score on an edTPA portfolio and submit a professional portfolio in LiveText before completing student teaching. Prior to completing the master's degree, students must successfully complete the program's Comprehensive Exam.



## **The Master of Arts in Teaching in Early Childhood Education/Option Two: Subsequent Endorsement/Certificate Option (44 credit hours)**

### **Admissions Requirements**

1. Initial, Standard, or Illinois Professional Educator License;
2. Passing score report on Illinois Certification Test of Academic Proficiency;
3. Three months of teaching experience as a licensed teacher;
4. GPA of 2.75 in the last 60 hours towards the bachelor's degree at time of admission to Master's Degree Program;
5. Secondary and K-12 Programs only – equivalent of a major in the teaching area.

### **Prerequisites: S ED 4301, 4303; ED 5312**

### **Required Courses**

- Required Core Courses (12 credit hours): ECH 5270, 5320, 5970 or ED 5960, ECEE 5462 (Internship to be completed in a Prekindergarten Classroom).
- Required Courses (40 semester hours): ECH 5001, 5008, 5009, 5020, 5120 5150, 5170, 5180, 5319, 5850 or their equivalents at the graduate or undergraduate level.
- Clinical hours are completed in ECEE 5462 (summer field experience course). A minimum of 100 hours are required for the internship. Specific experiences may require more hours.

## **Additional Requirements**

Passing score on Illinois Early Childhood Content Area Test. Students must submit proof of passing the content area test to the department office and to the Field Placement Office before they will be allowed to enroll in the Internship. In addition, all candidates complete and submit a professional portfolio in LiveText before completing student teaching. Prior to completing the master's degree, students must successfully complete the program's Comprehensive Exam.

## **Post-Baccalaureate Licensure with in Early Childhood Endorsement through the Certificate Route**

The post-baccalaureate certificate program provides individuals holding a baccalaureate degree the opportunity to complete program requirements needed to earn an Illinois Professional Educator License with an Early Childhood endorsement. Successful completion of the Illinois Test of Academic Proficiency is required for program admission.

Completion of the program requires a passing score on Illinois Early Childhood Content Area Test. Students must submit proof of passing the content area test to the department office and to the Field Placement Office before they will be allowed to student teach. In addition, all candidates must complete, submit, and receive a passing score on an edTPA portfolio and submit a professional portfolio in LiveText before completing student teaching.

- **Prerequisites General Education:**  
General education courses may be completed with the undergraduate degree the candidate has completed and may be transferred to meet program requirements.\*

Students are required to take any general education courses required for licensure which were not completed as a part of the student's undergraduate program. A grade of C or better will count towards completion of requirements. Minimum program GPA of 2.5, unless otherwise indicated.

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

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

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

- Professional Education (47 semester hours) fieldwork 40 hours: ED 1500; ED 1520; ED 4312/5312; READ 3700; ECH 4000/5000; ECH 4001/5001; ECH 4002/5020; ECH 4009/5009, ECH 4304/5304; ECH 4310/5310, ECH 4150/5150, ECH 4170/5170; ECH 4850/5850; SPED 4301/5301; SED 4303/5303; ECH 4008/5008; ECH 4120/5120.

### **Specific Requirements for Licensure Through the Certificate Route:**

Earning licensure through the Certificate Route requires successful completion of all pre-requisites listed above and all eighteen credit hours of required course work listed below.

### **Courses Required for the Licensure Through the Certificate Route**

**Taking these Certificate Route courses requires admission to the College of Education.**

- Required Courses for Post-Baccalaureate Licensure Certificate (18 hours):  
 ECH 4180/5180 (4) Pre-Primary Instructional Methods (Fall semester only);  
 ECH 4319/5319 (4) Primary Instructional Methods (Spring semester only);  
 ECH 4740/5740 (3) Practicum (100 field hours) (Last long semester prior to student teaching) ;  
 ECH 3092 (1) Certification Review (Last long semester prior to student teaching)  
 ECH 5750 (6) Internship (Last semester).

### **Additional Requirements:**

Student must maintain an overall grade point average of 3.0 in professional courses. Completion of the program requires a passing score on Illinois Early Childhood Content Area Test. Students must submit proof of passing the content area test to the department office and to the Field Placement Office before they will be allowed to student teach. In addition, all candidates must complete, submit, and receive a passing score on an edTPA portfolio prior to licensure.

### **\*Transfer Credits**

Any required general education courses with a grade of C or above may be transferred from another institution. Any professional courses transferred from another institution require a grade of B or above. Credit for ECH 5180, 5319, 5740, and 5750 cannot be transferred into the program.

### **Early Childhood Special Education Letter of Approval**

The Early Childhood Program is entitled by the Illinois State Board of Education (ISBE) for the Early Childhood Special Education (ECSE) Letter of Approval. Licensed teachers with an Early Childhood endorsement can earn the Early Childhood Special Education Letter of Approval (Early Childhood Special Education Letter of approval according to the Illinois Administrative Transition Rules: Section 226.810 (f) Special Education Teacher Approval.) The Early Childhood Special Education Letter of Approval can also be added to an Early Childhood or LBS I endorsement, which qualifies the teacher to teach special education below kindergarten level. (It cannot be added to any other license). The following four courses must be completed at CSU to earn the Early Childhood Special Education Letter of Approval:

- ECSE 5150 Family, Schools and Communities In Early Childhood Special Education (3);
- ECSE 5309 Atypical and Typical Language Development In Young Children (3);
- ECSE 5319 Early Childhood Special Education Methods /Field (3);
- ECSE 5850 Early Childhood Screening and Assessment (3).

### **Program Completion Benchmarks**

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

#### *Benchmark I:*

Admission to MED or MAT Program

Completion of All Coursework and Qualifying Examinations

#### *Benchmark II:*

Graduation Audit Program Completion and Graduation  
Professional Code of Conduct

### **Professional Disposition Assessment**

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

Constituent Council (ELCC) standards, and the Illinois Professional School Leader (IPSL) standards (Appendix D). Dispositions serve several purposes:

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

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (but is not limited to): academic integrity, accountability, appropriate language, civility, cleanliness, fairness, honesty, justice, non-discriminatory behavior, professional ethics, punctuality, reliability, respect, trustworthiness, and other aspects of professional behavior.

### **Student Grievance Procedures**

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

### **Definition of "Grievable Action"**

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

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

### *Timeliness of Grievance*

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

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

### *Written Communication Within the Grievance Process*

Students must complete a grievance form to begin the grievance process. Documents can be obtained within



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

### *Departmental Grievance Levels*

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

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

Level Two: Conference between student and department chairperson; and Level Three: Hearing before the Department Grievance Committee.

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

Once this procedure of due process has begun, the grievant

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

The complete policy is outlined on the College of Education website:

<http://www.csu.edu/collegeofeducation/policies/grievance.htm>

## **Graduation Process**

### *THE PROCESS*

This is an important time for the student to maintain communications with his/her graduate advisor to resolve any issues that may arise and to verify all the requirements for the degree.

The application and all applicable data will then be forwarded to the academic department for review and approval. The department will return a signed Graduate Advising Program Planning (GAPP) form indicating that the student will likely graduate in the term applied. Students must follow the graduation application process and deadlines established by the Office of Graduate and Professional Studies (<https://www.csu.edu/GraduateAdmissions/index.htm>). Once final grades are posted and any other deficiencies are

reconciled, the degree will be posted (Appendix B).

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

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

## **THINGS TO KNOW**

All students must pay a \$50 non-refundable graduation processing fee. The commencement fee is \$30.

Deadlines are enforced; late applications will summarily be advanced to a future term without notice.

To be cleared for graduation, students must have no academic or financial obligations to the university.

Student records are closed to revisions in enrollment, grading, and academic actions upon awarding the degree.

Once a degree is posted, students are blocked from registering for future semesters; a new admission application will be required to continue as a graduate student.

There are two formal commencement ceremonies held each year in December and May for all graduates. Information regarding the commencement time and place of the ceremony and about caps, gowns, is available from the Provost's Office.

## Appendix A

### College of Education Conceptual Framework

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

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

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate Professionalism as knowledgeable and competent practitioners. As professionals, they will exhibit

appropriate skills, dispositions, and ability to develop best practices and Assessments for effective instruction for K-12 learners in all settings. Our candidates show evidence of requisite Content knowledge competencies and proficiencies that incorporate Technology to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by Standards to maximize the candidate preparedness and to maintain the effectiveness of the unit.

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

1. We prepare education PROFESSIONALS who possess the knowledge, skills and dispositions to help diverse populations of students learn. Our candidates demonstrate a commitment to lifelong professional development by monitoring and reflecting upon their personal preparation and continuously engaging in activities to stay abreast of current developments.
2. We equip our candidates with ASSESSMENT skills techniques, and strategies so they are prepared to plan and evaluate instruction and teach to the strengths and needs of each unique learner across a multiplicity of learning environments. An organized set of benchmarks that align with local, state and national standards defines the assessment path and marks progress as they matriculate through programs in the unit. Our candidates are prepared to evaluate the impact of instruction by delineating the strengths and weakness of diverse learners in K-12 classrooms.
3. We ground our candidates in CONTENT knowledge that equips them with pedagogical and professional skills, and develops their abilities to construct

knowledge. They plan, deliver, and assess instruction in ways that make content meaningful to diverse populations of learners. For example, our candidates demonstrate mastery of content in their respective subject areas prior to student teaching through successful performance on the Illinois

Content Area Test: They further demonstrate content mastery through professional portfolios that show their ability to integrate and document experiences from multiple learning modalities.

4. We prepare our candidates to use TECHNOLOGY in ways that have meaningful impacts on student learning. We develop skills needed to secure technological resources and integrate them into teaching in ways that enhance teacher and learner performance.
5. We align curricula with local, state and national STANDARDS, including Illinois Professional Teaching Standards, Illinois Technology Standards for All Teachers, Language Arts Standards for All Illinois Teachers, standards for various national Specialized Professional Associations other accrediting organizations. Course content and objectives for all programs in the unit are based on standards-aligned activities. Further, we prepare our candidates to integrate Illinois Learning Standards (ILS) when they prepare and deliver engaged instructional experiences to K-12 learners as well as when they conduct meaningful interactions in diverse learning environments.

Professional Portfolio and Dispositions: Effective Fall 2009, all candidates in all education- related programs are required to prepare an electronic Professional Portfolio using the

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

Accountability: All candidates must perform at or above the acceptable level on all indicators for each key assessment in order to be eligible to complete the program. Programs are committed to providing an opportunity for candidates to address areas of concern that are identified at checkpoints that occur at specific intervals in the program (such as the mid-point or exit-point). Candidates who have unresolved issues at any checkpoint will not be permitted to move to the next stage of the program.

## Appendix B

GAPP Form See Department

## Appendix C

Coursework for MS Ed in C&I

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

## Specific Requirements

NOTE: This degree does not result in teacher licensure.

- Required Core Courses (9 credit hours): ECH 5270, 5320, 5970.
- Required Professional Early Childhood Courses (18 credit hours): ECH 5250, 5280, 5440, 5850 (or ECSE 5850); ECEE 5462; READ 5230.
- Elective Course (3 credit hours): chosen with consent of graduate advisor.
- Thesis (3 credit hours): ECSE 5466.

Early Childhood – Degree for Non-ECH Majors  
Option II (42 credit hours) NOTE: This degree  
does not result in teacher licensure.

Required Courses (12 hours) (NOTE: MUST be  
completed within the first year): ECH 5001, 5020,  
5150, 5170.

Core Course Requirements (30 hours)  
ECH 5250, 5270, 5280, 5320, 5440, 5850, 5970;  
READ 5230; ECEE 5462, 5466.

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

- Required core courses: ECH 5250, 5270, 5280, 5320, 5440, 5970, ECEE 5462 (to be completed in an Early Childhood Special Education Classroom); READ 5320; and ECEE 5466.



- Course Requirements for Early Childhood Special Education Approval: ECSE 5150, 5309, 5319, 5850

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

## Appendix D

### Coursework for MAT

#### Required Courses (57 credit hours)

ECH 3920, 5001, 5008\*, 5009\*, 5150\*, 5170, 5180\*, 5319\*, 5020, 5120\*, 5270\*\*, 5320, ED 5650 or ED 5970\*\*; 5312, 5485\*; READ 5230\*; SED 5301 and 5303\*.

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

\*\* Certification in Early Childhood Education can be obtained before completing ECH 5970 or ED 5960.

## Appendix E

### Professional Standards Websites

<https://www.naeyc.org>

<http://www.caepnet.org>

<http://www.isbe.net>

## Appendix F

### **College of Education Professional Code of Conduct Policy**

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (but is not limited to) academic integrity, accountability, appropriate language, civility, cleanliness, fairness, honesty, justice, punctuality, reliability, professional ethics, nondiscriminatory behavior, respect, trustworthiness, and other aspects of professional behavior.

Candidates who are observed violating any aspect of the Professional Code of Conduct can be given the opportunity to correct their behavior after consulting with the party who has observed the violation, or with the party's or candidate's academic department. If the problem is not successfully resolved, a referral can be made by the party observing the violation, his or her academic department, or the candidate's academic department to the College's Admission and Standards Committee (ASC) for a final resolution.

Candidates who have a history of violating the Professional Code of Conduct (whether the violations are resolved or unresolved) can be referred to the Admission and Standards Committee at the discretion of a concerned member of the university community. The ASC will review the referral and render a decision regarding the candidate's status in the program, in accordance with standard ASC referral review procedures.

The policy is stated here:

<http://www.csu.edu/collegeofeducation/policies/codeofconduct.htm>

## Appendix G – Course Descriptions

Course	Course Description
ECH 5001	<p>HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION (3)</p> <p>Historical and philosophical foundations underlying the development and organization of early childhood education in the United States. Contemporary influences on early childhood education programs.</p> <p>Prerequisite: ELCF 1520/152.</p>
ECH 5008	<p>CREATIVE EXPERIENCES IN EARLY CHILDHOOD EDUCATION /FIELD (3)</p> <p>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.</p> <p>Prerequisite: ART 1100/101, MUS 1134/134; ECH 5020/4002/302 and admission to the College of Education.</p>
ECH 5009	<p>SPEECH AND LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (3)</p>

Course	Course Description
	<p>Understanding of language acquisition and development. Emphasis on methods used to facilitate language development.</p> <p>Prerequisite: ECH 5001/301G, ECH 5020/402 and ECH 5304/304G.</p>
ECH 5020	<p>THE YOUNG CHILD/FIELD (3)</p> <p>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 5020/402 and ECH 302G.</p> <p>Prerequisite: Graduate status or consent of department.</p>
ECH 5120	<p>READING AND LANGUAGE ARTS FOR THE YOUNG CHILD /4/ FIELD (3)</p> <p>Theories, methods, and materials for facilitating and supporting reading and language arts, writing and spelling in primary classrooms. Fifteen hours of tutoring required.</p> <p>Prerequisite: Admission to the College of Education or consent of department.</p>
ECH 5150	<p>CHILD, FAMILY AND COMMUNITY RELATIONSHIP (3)</p> <p>Family patterns and their influences on the child. Parent-school relationship and parent education. Community influences and resources.</p> <p>Prerequisite: ECH 5001/301G, ECH 5020/402 and ECH 5304/304G.</p>
ECH 5170	<p>NUTRITION, HEALTH AND SAFETY OF THE YOUNG CHILD (3)</p>

	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 5170/4170/317.
ECH 5180	METHODS OF INSTRUCTION AT THE PRE-PRIMARYLEVEL /FIELD (3)  Methods and materials for teaching mathematics, science, and social studies at the pre- primary level. Twenty clock hours of tutoring per term.  Prerequisite: ECH 5020/4002/302 or consent of the department and admission to the College of Education.
ECH 5220	ADMINISTRATION AND SUPERVISION OF CHILD CARE SERVICES (3)  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.  Prerequisite: Consent of the department.

Course	Course Description
ECH 5240	CHILDHOOD EDUCATION (3)  Developmental theories of early childhood and their implications for school practice in pre-kindergarten and in primary programs. Observations in a variety of settings.  Prerequisite: Consent of the department.
ECH 5250	CONTEMPORARY INFLUENCES IN EARLY CHILDHOOD EDUCATION (3)  The nature of early learning, current controversies and research. Montessori and Piagetian theories and practices.  Prerequisite: Restricted to master's degree candidates, ECH 5020/402 or equivalent.
ECH 5270	COGNITIVE DEVELOPMENTAL THEORIES AND THEIR IMPLICATIONS (3)  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.  Prerequisite: Restricted to master's degree candidates.
ECH 5280	SEMINAR: A MULTIDISCIPLINARY APPROACH IN EARLY CHILDHOOD EDUCATION (3)  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.  Prerequisite: Restricted to master's degree candidates.

ECH 5304	<p>INFANT/TODDLER DEVELOPMENT AND PROGRAMMING (3)</p> <p>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.</p> <p>Prerequisite: PSYC 2040/204 or consent of Department.</p>
ECH 5305	<p>INFANT TODDLER CURRICULUM AND ENVIRONMENTS (3)</p> <p>Examination of curricular models, instructional materials that foster the development of infants and toddlers and strategies for managing infant and toddler learning environments.</p> <p>Prerequisite(s): ECH 4000/300 or ECH 5000/300G and ECH 4304/304 or ECH 5304/304G</p>
ECH 5310	<p>LITERATURE FOR YOUNG CHILDREN (3)</p>

Course	Course Description
	<p>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.</p> <p>Prerequisite: Consent of department.</p>
ECH 5319	<p>METHODS OF INSTRUCTION AT THE PRIMARY LEVEL FIELD/ (3)</p> <p>Methods and materials for teaching mathematics, science, and social studies in primary grades. Twenty clock hours of tutoring per term.</p> <p>Prerequisite: ECH 4002/302 or consent of the department and admission to the College of Education.</p>
ECH 5320	<p>CURRICULUM FOR PRESCHOOL PRIMARY CHILDREN (3)</p> <p>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.</p> <p>Prerequisite: Restricted to masters degree candidates.</p>
ECH 5340	<p>MONTESSORI METHOD (3)</p> <p>Overview of Montessori philosophy, materials, methods, and curriculum. Prerequisite: Consent of the department.</p>
ECH 5440	<p>DEVELOPMENT IN INFANCY (3)</p> <p>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.</p> <p>Prerequisite: Restricted to master's degree candidates.</p>

ECH 5550	<p>INTRODUCTION TO INFANT MENTAL HEALTH (3)</p> <p>Introduction to the healthy social and emotional development of children from birth to 3 years. Research, principles of infant mental health practices, risk and protective factors, assessment, intervention and support of very young children in the context of their families will be addressed.</p> <p>Prerequisites: Graduate status; previous course in child development.</p>
ECH 5587	<p>DEVELOPMENTAL ROLE OF PLAY IN EARLY CHILDHOOD (3)</p> <p>In-depth consideration of the developmental role of play in early childhood education. Methods and materials for fostering creative and developmental play activities.</p>

Course	Course Description
	Prerequisite: Consent of the department.
ECH 5740	<p>FIELD PRACTICUM IN EARLY CHILDHOOD EDUCATION /FIELD (3)</p> <p>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.</p> <p>Prerequisites: Admission to the College of Education; Completion of a minimum of two (2) of the following courses: ECH 5008/4008/308/308G, ECH 5120/4120/312, ECH 5180/4180/318/318G, 5319/4319/319/319G, and concurrent enrollment in the remaining; consent of the department.</p>
ECH 5750	<p>STUDENT TEACHING IN EARLY CHILDHOOD / FIELD (6)</p> <p>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 course may be taken during the semester of student teaching. The course requires an Impact on Student Learning Capstone Project.</p> <p>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 course work required in the approved program; and a passing score on the subject matter / content area certification test within the last five years.</p>
ECH 5850	<p>SCREENING, ASSESSMENT, AND EVALUATION OF YOUNG CHILDREN (3)</p> <p>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.</p> <p>Prerequisite: ECH 4002/302 (or ECH 5020/402) or equivalent and consent of the department.</p>
ECH 5970	<p>RESEARCH ON EARLY CHILDHOOD EDUCATION (3)</p> <p>The study of research methods and topics in early childhood education. Writing a research paper on a topic in early childhood education.</p> <p>Prerequisite: Restricted to masters degree candidates or consent of the department.</p>

	FAMILY, SCHOOLS, AND COMMUNITIES IN EARLY CHILDHOOD SPECIAL EDUCATION (3)
ECSE 5150	Provides the legal and philosophical basis for family participation; strategies for effectively engaging families of young children with special needs, including socially, culturally, and linguistically diverse families. In assessment, development and implementation of the IFSP or IEP, strategies for effective consultation and collaboration with other professionals and agencies within the community.

Course	Course Description
	Prerequisites: Admission to the College of Education or Type 04 Certificate
	ATYPICAL AND TYPICAL LANGUAGE DEVELOPMENT IN YOUNG CHILDREN (3)
ECSE 5309	This course addresses typical and atypical language development in young children, specific language disabilities, the relationship between communication delays and other areas of early learning and development and alternative communication systems for young children and disabilities. Assessment models, intervention approaches, compensatory strategies and special education specialist and the speech-language professional's role in implementing and managing language intervention will be considered.
	Prerequisites: Admission to the College of Education or Type 04 Certificate
	EARLY CHILDHOOD SPECIAL EDUCATION METHODS (3)
ECSE 5319	This course provides developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive and motor development and learning of young children with special needs in various settings such as the home, the school and the community.
	Prerequisites: Admission to the College of Education or Type 04 Certificate
	EARLY CHILDHOOD SCREENING AND ASSESSMENT (3)
ECSE 5850	The course provides guidance in procedures for measurement of social, emotional, cognitive, communication and motor development of young children; the appropriate administration and utilization of both formal and informal, and formative and summative assessments used in classroom, family and community settings, and instruments for evaluation of classroom and other learning environments will be addressed.
	Prerequisite: Admission to the College of Education or Type 04 Certificate
ECEE 5462	FIELD PRACTICUM/FIELD (3) Supervised experience in field work with children. Periods to be arranged. Prerequisite: Restricted to master's degree candidates.
	MASTERS PROJECT/THESIS (3)
ECEE 5466	Research and writing of thesis or project for masters degree. Student must continue to register for the course until thesis is completed.
	Prerequisite: Normally taken after the completion of 24 credit hours in the program.

