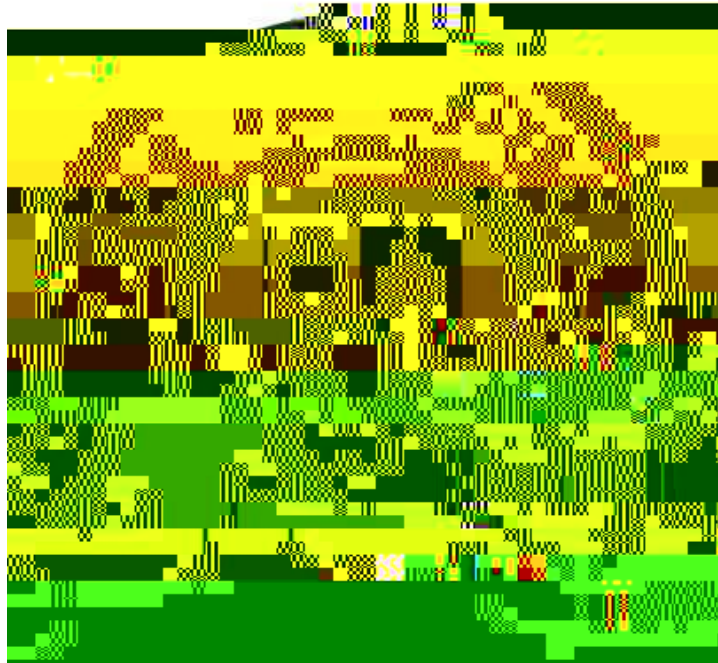


# Chicago State University



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

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:

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 t

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**



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

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.



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).

Early Childhood B.S. (12 hrs) (or) ECH 5270, 5320, 5970, E  
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 ECE ICiis).

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

- 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 5690.50Fiel5(s)12Pcofii-, BT8-4( from



## **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**

## **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.\*



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).



- 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:*

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 facult BT/F8 15.94BT1



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





## 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

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



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.





## 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>



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.

METHODS OF INSTRUCTION AT THE PRE-PRIMARYLEVEL /FIELD (3)

ECH  
5180

Methods and materials for teaching mathematics, science, and social studies at the pre- primary

### INFANT/TODDLER DEVELOPMENT AND PROGRAMMING (3)

ECH  
5304

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.

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

	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

