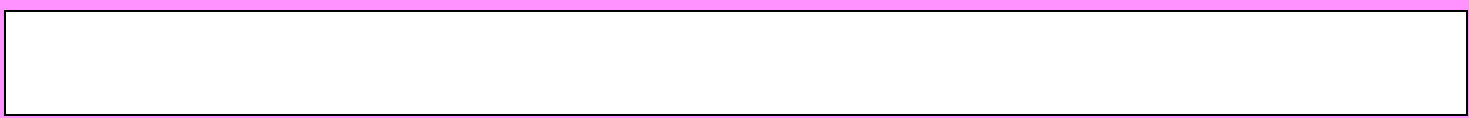




*Occupational*

**OT**

*Therapist*







# **Introduction**

## **History of the Department of Occupational Therapy**

The Department of Occupational Therapy at



Neil Harvison, PhD, OTR/L, FAOTA, *AOTA*  
Headquarters Liaison  
**Adopted by the Representative Assembly**  
**2014NovCO49**

## **Philosophy and Mission of the**

Apprenticeship as

4. Defend the right to engage in occupation and intervene on behalf of diverse individuals, organizations, communities and social systems through advocacy.
5. Appreciate and relate to the roles required by the profession through professional development planning and participation in and support of American Occupational Therapy Association (AOTA), Illinois Occupational Therapy Association (ILOTA) and other professional organizations.

**Bachelor of Science in Health Sciences  
(Pre-Occupational Therapy) Program  
Outcomes**

*The ga67.7u9(t)-4(e )(s )-2556f60(I)dl 30a()IT3(A)-3ch(es)5(o)11r2556fani3(60(I)dl Sci)-4(onaen(upaIT3(A)4(n )-3581 H*



## **Curriculum Design for the Master of Occupational Therapy**

The conceptual framework of the Masters of Occupational Therapy degree has three major threads: the wellness-disability continuum; the evaluation-intervention-discharge-advocacy process; and the concept of occupation. As a multidimensional health discipline, occupational therapy's central concern is occupation, those everyday activities in which humans engage, such as work, play, leisure, self-care and

The curriculum uses a developmental adult learner

the end of the summer, students select the research project of a faculty mentor and begin to evaluate evidence related to the collaborative research project they will complete in year two. Students also begin the development of population-based planning and intervention in the Program Planning for Populations course in this first summer, which provides students with specific management skills needed to evaluate services and contexts.

## **Year 2**

In the second year of the professional program, students continue to examine the impact of health conditions on disability and wellbeing. Students continue the process of problem based learning regarding conditions to increase knowledge of the wide range of health conditions impacting occupational performance in Health Conditions III and IV. The Client Factors I: Sensory Motor course focuses on body functions and structures impacting occupational performance and establishes a foundation for exploring evaluation and intervention of clients with complex dysfunction. The Evaluation and Intervention III and IV courses consider the impact of injury, disease and developmental issues with increasing complexity. These courses assist students to gradually build a repertoire of theories, models and frames of reference used in occupational therapy practice. Level I fieldwork continues to be an integral part of Evaluation and Intervention III and IV. Students are provided with interactive experiences with a variety of age groups, a variety of disorders and in diverse settings. Clinical educators serve as role models and assist students to critically examine their learning experiences.

In year two, students design and implement a research study in Research Project I and II courses.

Faculty mentorship occurs from designing research question, writing a literature review, and methodology, performing data collection through analysis. Students disseminate their research findings and demonstrate an understanding of research concepts and principles and to communicate the role and value of research in occupational therapy practice. The Occupation III course that ends the second year of study considers

environmental and technological adaptations used in promoting engagement in daily routines using a variety of adaptations and assistive technology.

## **Year 3**

In the fall semester of final year of the program, the Practice Specialization course examines areas of specialization and emerging practice. Students are given an opportunity to explore areas of interests and further examine the trends influencing the evolution of occupational therapy practice.

## **Fieldwork**

Fieldwork seminar examines the professional responsibilities required in fieldwork education, supervision, and strategies for ensuring ongoing professional competence.

Students further synthesize information about evaluation, intervention, discharge and advocacy processes through Level II Fieldwork. The fieldwork sites are varied to represent traditional and emerging practice areas. Level II fieldwork takes place the later p1 Tm[(evr)6(i)-4(on11(n)-33(of)-3( )-43(t)-4

clinical experiences and reflecting on personal and professional competencies. Summative examinations are part of each year to evaluate student learning and a final comprehensive exit

the department office by the defined deadline.

### **Admission as a Graduate Student**

1. 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 of 3.0 or better (on a 4.0 scale) in the final 60 semester credit hours of undergraduate and/or graduate courses.
2. 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 semester G.P.A. of 3.0 or better in the professional occupational therapy program.
3. Completion of pre-requisite courses  
(Anupatogp270ptcB.81 515.59 Tm[(pr)-3(og)11(r)-3(am)15(.)]TJETBT82gram.

submit all application materials and supporting  
documents online at

proficiency in identified performance competencies.

A student who misses more than 20% of a scheduled course due to unexcused absences may receive a failing grade for the course.

Student grade point averages are monitored each semester. A student who receives one grade of "C" will receive a warning letter. Only two grades of "C" are allowed on a student transcript for the graduate program. A student failing a course or receiving more than one grade of "C" will be placed on probation\*. Students on probation for three consecutive semesters will be dismissed from the program.

Since most professional courses are offered only once a year, a student needing to repeat a course to achieve a cumulative grade point average of 3.0 or to eliminate a grade of "C" or lower must repe







**4151/5151 Human Occupation II (3) Lecture/ Laboratory /4**

*Prerequisite: OT 4150/5150*

review, formulating a hypothesis and implementing methodology of study in collaboration with a faculty member. May be repeated once for a total of six hours.

**5232 Research Project II: Research Data Collection (3)/ Independent Study**

*Prerequisite:* OT 5231

Continuation of Research Project I. Data collection, data analysis formulating conclusions and scholarly presentation of the research project.

**5242 Evaluation & Intervention III: Biomechanical, Sensory Processing & Rehabilitative Frames of Reference (5) Lecture/Lab/ Fieldwork Experience /7**

*Prerequisite:* OT 4110/5110, OT 4141/5141, OT 4151/5151, OT 5220 and co requisite OT 5262

Continuation of Evaluation and Intervention II. Emphasizes the use of biomechanical theory, sensory processing and rehabilitative frames of references within OT to restore, maintain and promote occupational function in individuals and populations. Includes level I fieldwork.

**5243 Evaluation & Intervention IV: Neurodevelopmental, Motor Control, Motor Learning & Multicontext Treatment Frames of References (5)/ Lecture/Lab/Fieldwork Experience /7**

*Prerequisite:* OT 5242, OT 5262 and co requisite OT 5263 and OT 5221,







## **Student Retention Program**

The University has several programs to assist students with their academic program and success. These include; the Learning Assistance Center (Lib.315), the Counseling Center (CRSUB-190), and Student Support Services (CRSUB-160). In addition, the college and department have several programs to improve the retention and graduation of students. The departmental retention activities include:

## **Tutoring programs**

Tutors



psychotherapy or alcohol and substance abuse treatment is indicated. Students may contact the office directly at (773) 995-2383.

### **Learning Assistance Center (NAL 4<sup>th</sup> floor)**

Students may come to the center for free tutoring in a variety of subjects. Students must make appointments to receive tutoring services. The telephone number is (773) 995-2273.

### **Wellness/Health Center (ADM 131)**

The Chicago State University Wellness/Health Center is a comprehensive health and educational resource for the campus community. The center provides primary health care and wellness programs, encourages students, faculty and staff to develop healthy lifestyles, serves as a health consultant and referral resource, and acts as a liaison for health issues that affect the university community. Students may be seen by a primary care provider by appointment for a nominal fee with a valid Chicago State University identification card. All students must submit an official immunization record to the Wellness/Health Center as part of the registration process. Immunizations needed to comply with registration and the immunization law is also available through the Wellness/Health Center. Handicapped or physically disabled persons may receive assistance in securing parking decals by having the appropriate medical documents in the Wellness/Health Center. The telephone number is (773) 995-2010.

### **Abilities Office (CRSUB 192)**

The Abilities Office provides services to students with disabilities. Students with a verified disability can receive a variety of services to assist with their academic activities. The telephone number is (773) 995-4401.

### **Bookstore (BHS 102)**

The bookstore is located in the Business and Health Sciences building on the ground floor. This bookstore carries texts for HSC and OT courses. Textbooks are also available in many private bookstores in the community or online.

### **Food Service**

The cafeteria is located on the first floor in the southeast corner of the Cordell Reed Student Union Building. The cafeteria serves hot and cold meals, soft drinks, and snacks. The cafeteria is open from 7:30 a.m. to 10:15 a.m., 11:00 a.m. to 2:15 p.m., and 3:00 p.m. to 8:15 p.m. during the fall and spring semesters. Vending machines are located in each building except the Douglas Hall Building. Additionally, along 95<sup>th</sup> street within several blocks of the university are fast food eateries such as Pizza Hut, Burger King, and Popeye's.

### **Cashiers Office (ADM 211)**

The Cashier Office provides a variety of services such as bus passes, notary public, postage stamps in addition to being the office where students make all payments to the University. The Cashier Office is located on the second floor of the Cook Administration Building.

### **Parking**

Parking facilities on campus are \$5.00 per entrance to the university. Parking decals are available through CSU Cashier. Parking decals can be purchased by semester for \$100 per semester or for the year at \$200.

### **Student Activities (CRSUB 260)**

Student activities are announced through Up to The Minute flyers and through CSU email blast. The Office of Student Activities is located in CRSUB Room 260.

## **Professional Associations**

### **American Occupational Therapy Association (AOTA)**

AOTA is the national professional organization representing occupational therapy interests at appropriate forums including, federal government, other professional associations and various other national planning boards and health agencies. The association advances and protects the interests of occupational therapy profession through setting standards for educational programs at the professional and associate levels, developing standards for practice, promoting scholarly activities and professional development, advocacy and research. A student member has several benefits including subscription to the American Journal of Occupational Therapy (AJOT), membership in ASD, reduced rates for conferences, etc. Students are urged to become a member. The website is [www.aota.org](http://www.aota.org).

### **American Occupational Therapy Foundation (AOTF)**

AOTF is the national professional association that provides leadership in a





of the assignment points will be deducted from assignments handed in after class begins. Five percent (5%) of the assignment points will be deducted for each day an assignment is late. All late assignments must be date stamped and placed in faculty mailboxes or submitted via Moodle. Zero points will be given for any assignment handed in after 7 days unless an extension is given due to excused absence. All assignments must be completed for fulfillment of the learning process and to receive feedback.

responsible for checking their email on a regular basis. University business is conducted through your CSU account. The CSU email address will be the

## **Students with Disabilities**

Students with disabilities who require reasonable accommodations to fully participate in a course should notify the Abilities Office. Students must be registered with the Abilities Office of Disabled Student Services, CRSUB Room 190, (773) 995-4401 in order to receive accommodations. Student-specific reasonable accommodations are determined by the Abilities office.

## **Communication Protocol**

All students are to stop at the secretaries' desk prior to entering faculty offices. Students need to schedule appointments with individual faculty or the secretary for advisement meetings.

All students should follow the appropriate channels of communication to address concerns and issues while in the program. Concerns regarding a specific course should first be addressed with the course instructor(s). If concerns continue, they should be brought to the attention of the program director. If you feel your concerns are not addressed by the program director, the student can speak to the Dean of the College of Health Sciences located in BHS 607. The Office of Dean can be reached by telephone at (773) 995-3987. Faculty advisors and the program director are available when necessary to discuss concerns and issues related to education and professional growth.

## **Email Accounts**

Each student receives a CSU email account after being admitted to the university. Students are



## **Examinations**

All examinations must be taken as initially scheduled. If a student misses an exam or quiz, the student may take a make-up exam at the discretion of the instructor(s). A make-up exam is **NOT** an automatic guaranteed option.

All professional students are required to pass two cumulative end-of-year examinations. Students take the end of year 1 examination after completing all first-year courses and they take the

## Use of Equipment and Supplies

Students are responsible for reading the department policy and procedure manual for use of equipment and supplies prior to engagement in lab activities. All students are responsible for maintaining lab areas for safe and efficient use. Any broken equipment should be reported to the faculty and department program director immediately.

## Housekeeping

As students will be spending a considerable part of their daily hours in the OT classrooms, these rooms are like your living space. Everyone in the department shares responsibility in keeping the rooms clean and in proper order.

Students are responsible for cleaning the kitchen area after each use. Individual faculty members will develop and implement plans for student involvement in appropriate responsibilities related to the use of the classrooms including housekeeping tasks.

## Health Policies

It is expected that all students abide by the health policy of the University and/or the fieldwork sites.

These policies include:

1. **Yearly check-ups and completed medical forms signed and dated by a physician.**
2. **Proof of Tuberculosis Test:**
  - a. A 2 step Tuberculin (TB) test is needed in the past 12 months. Some fieldwork sites require a test within six months of beginning fieldwork.
  - b. If PPD is positive (+), result of chest x-ray (CXR) must be provided. Initial CXR must have been done within the past 12 months and subsequent ones done every two years.

## 3. Immunizations

- a. Measles, Mumps and Rubella (MMR): At least **TWO** doses **OR** blood titer demonstrating proof of immunity.
- b. Tetanus (TD): Proof of one booster in the last **TEN** years.
- c. Chicken Pox (Varicella): Blood titer showing proof of immunity or proof of immunization.
- d. Current Flu Shot
- e. Hepatitis B: Some fieldwork sites require that students have immunization against hepatitis. It is good to plan ahead and make sure that you meet this requirement. It requires a three shot series. Consult with your doctor when you go for your physical examination and/or immunization.
- f. It is possible that some fieldwork sites may require additional stipulations regarding health status, before they accept students such as drug screenings.

Each student will upload their health records to Castlebranch per department and college requirements. Access to these documents is limited to the fieldwork coordinator and college contract specialist. For health information to be made available to a fieldwork site, students must sign a release of information agreement. Health documents needed by fieldwork sites are mailed and cannot be faxed. In addition, students must provide health information to the CSU Wellness/Health Center (go to <https://www.csu.edu/collegeofhealthsciences/wellnesshealthcenter/index.htm> for more information).

## Criminal Background Check and Drug Screen

Many fieldwork sites require a criminal background check and drug screen. Background checks will be initially conducted during the first semester of the



OT professional program. College of Health Sciences contracts with an outside agency to complete the criminal background check. The student completes a release of information to the department. To maintain confidentiality only, the program director and student has access to the file electronically. The student may be required to provide the results of the criminal background check to any fieldwork site that requests such documents as part of their affiliation agreement. Additional checks maybe conducted if dictated by the educational site requirements.

## **Other Program Requirements**

### **Malpractice Insurance**

The OT department provides group malpractice insurance for students during their duration of the educational program including fieldwork.

### **Meetings and ILOTA Conference**

All students are expected to attend scheduled meetings and activities of the department, college and the University. These include student faculty meetings which are scheduled once each semester. Students will receive advance notice of other scheduled meetings. All the students are required to attend the ILOTA Fall Conference at least one day as a professional obligation.



## **Fieldwork Educator**

These are qualified personnel located on site responsible for the day to day supervision of the students. The fieldwork educator provides opportunities for the student to provide occupational therapy practice and ensure adequate supervision necessary for the protection of consumers. Occupational therapists must have a minimum of one year of experience to supervise students. Non-occupational therapy personnel supervising students must have an understanding of occupational therapy and work closely with the Academic FW Coordinator or faculty liaison to ensure a proper learning experience for the student. The CSU Affiliation Agreement with the respective site primarily governs clinical instructor responsibilities. Please refer to Appendix IV for a sample of the agreement.

## **Faculty Supervisor**

Full-time and part-time Occupational Therapy faculty who are certified and licensed in the State of Illinois for occupational therapy practice can be designated to supervise students in Level I and Level II fieldwork experiences. The faculty supervisors will insure that the objectives of the experience are accomplished and that the student has opportunity for appropriate role modeling of occupational therapy practice. The faculty supervisor will evaluate the student's performance with feedback from other personnel when appropriate. The faculty supervisors work with the academic fieldwork coordinator on site development, student placement, and site and student evaluation.

## **Faculty Liaison**

The academic fieldwork coordinator is the primary faculty liaison to Level II fieldwork sites. Depending on the number of students and site locations, other faculty may be designated as a faculty liaison for Level II fieldwork. The faculty liaison maintains contact with the student and the site supervisor. A minimum of one onsite visit is made within a twelve-week rotation; however, the liaison will contact the supervisor at least once before and once after midterm by telephone or

email. The number of contacts and visits will be based on student needs. The faculty liaison helps the student and clinical educator to address issues regarding the learning experiences and provides feedback to the academic fieldwork coordinator and program faculty about student performance and the site. If there are significant issues that arise in fieldwork, the academic fieldwork coordinator must become involved.

## **Fieldwork Specialist**

The fieldwork specialist works with the academic fieldwork coordinator to establish and maintain fieldwork contracts and all correspondences related to fieldwork. The fieldwork specialist assists in contacting sites and coordinating student placements. The fieldwork specialist maintains all files and databases for fieldwork and related activities. The fieldwork specialist has no supervisory responsibilities for students.

## **Academic Faculty**

All faculty assist in identifying prospective sites. Placement is the responsibility of the Academic Fieldwork Coordinator in collaboration with the faculty teaching the respective courses. The majority of sites will be within the Chicago metropolitan area, including surrounding suburbs and the northwest Indiana area. Although consideration for personal needs and proximity of the site (travel time) will be given, the primary concern for the selection of sites is maximizing the learning experience for each student.

## **Assignment of Students to Fieldwork**

Each student completes a FW placement information sheet upon entering the program (see Appendix V). The student is requested to identify any special needs or considerations that must be taken into account with fieldwork placement such as use of public transportation, childcare restrictions, and medical issues. Students are requested to identify practice areas of interests. Any students interested in fieldwork outside the Chicagoland area is asked to identify the city and state of interest. Each student is asked to update their information sheet each semester as they progress through the program.

Students are responsible for keeping the program informed of individual circumstances.

Students may suggest additional sites that the academic fieldwork coordinator can investigate regarding appropriateness and availability. The academic fieldwork coordinator is responsible for



## **Department Level Student Grievance Procedure**

Prior to the filing of a formal grievance, an earnest effort should be made to resolve the matter at the level of occurrence. If the matter cannot be resolved at the student-instructor level, the following formal procedure is to be followed. All documentation is to be signed and dated by each individual involved in the process.

### **Step 1. Conference between student and instructor.**

A student who has a grievance against an instructor should first complete the grievance form "Petition for Hearing" obtainable from the program office and submitted to the program director and instructor. Please see Appendix IX for a sample form.

A formal meeting with the instructor concerned is then held within 5 school days in an attempt to resolve their differences. The student may request their advisor attend the conference as a neutral party. The instructor will document the outcome of the meeting and notify the student grievant in writing within five (5) school days. A routing form is obtainable from the program office and all pertinent material is to be forwarded to the program director/chair. Please see sample form in Appendix IV.

### **Step 2. Conference between student and program director/chair**

If an equitable solution cannot be reached in Step 1, the student grievant must make a request, in







**CHICAGO STATE UNIVERSITY  
STUDENT OCCUPATIONAL THERAPY ASSOCIATION (SOTA)  
CONSTITUTION**

**Preamble:**

We the students of Chicago State University Student Occupational Therapy Association ("SOTA"), do hereby form this organization in order to promote a spirit of cooperation in University activities; to afford development through self-expression, and leadership; to maintain high standards of scholarship and academic life; to create a governing structure elected by students to act as an intermediary between the American Occupational Therapy Association ("AOTA"), the Illinois Occupational Therapy Association ("ILOTA"), the Administration of Chicago State University, the Dean and Assistant Dean of the College of Health Sciences, the Occupational Therapy Department, the Student Government Association (SGA), and the University community; to work independently and autonomously when necessary; to provide membership to all professional and pre-professional Occupational Therapy students regardless of racial or ethnic background, sex, religion, disability, social or economic circumstance.

**Article I. Name**

**Section 1:**

T

- and materials which may be utilized by all student members.
- e. To cooperate with staff and faculty in the development, implementation and promotion of activities in the best interest of all students, the University and the community.

### **Article III. General Functions**

#### **Section 1.**

1. Shall prepare reports for presentation to the General Assembly and/or the Executive Board.
2. Shall monitor the expenditures of the budgeted funds.
3. Shall coordinate SOTA activities with other Association groups.
4. Shall provide assistance in the interpretation of Association policies and procedures for disseminating to SOTA membership.
5. Shall discuss and formulate objectives and activities of SOTA in response to SOTA member-expressed views.
6. Shall act on all issues presented by the members, the General Assembly and AOTA.
7. Shall serve as a centralized source of information and materials that may be utilized by all student members.
- 8.

**Section 3. Term of Office**

1. The officers shall be elected for a one-year term (September to September) or until a successor has been elected.
2. Officers shall maintain good academic standing (according to university guidelines) in order to continue to serve.

**Section 4. Qualifications**

1. Candidates for office shall be members of the AOTA and ILOTA.

2. Candidates for office of President, Vice President, Treasurer, Recording Secretary,

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from a meeting, the report of the Vice President may be given by the Recording Secretary.

3. In the absence of the President and the Vice President, **NO** meetings shall be conducted.
4. In the absence of the Treasurer, the report of the Treasurer shall be given by the Recording Secretary.

In the absence of the Student Representative, the report shall be given by the President.

### **Section 7. Resignation**

1. The President, Vice President, Treasurer, Recording Secretary, Corresponding Secretary, and SGA Representative shall submit a written request for resignation to the Recording Secretary.
2. The Secretary shall submit a written request for resignation to the President.
3. The Executive Board shall receive and act upon the request for resignation.
4. The President shall act on filling the office as defined.
5. Any Executive member may be removed from his/her position for misconduct, neglect of duty, or failure to perform in good faith in fulfilling any duty assigned



**F) Student**



















## **Appendix III**

CHICAGO STATE UNIVERSITY  
DEPARTMENT OF OCCUPATIONAL THERAPY  
Professional Development Tool (PDT)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

In your role as an





Intervention Planning  
(Not completed by semester 1 students)

Unfamiliar with  
skill and concept;  
area for extensive

Intervention Re-evaluation (Not completed by semester 1 students)	Unfamiliar with skill and concept; area for extensive learning and development	Aware of a concept or skill but unable to apply or use with hesitation	Feel confident in a concept and skill; area of continuing growth	Competent in the skill and concept and able to demonstrate or apply without prompting
I can accurately describe client status in a progress note.				
I can clearly explain to others the intervention plan and the outcomes of intervention.				
I can appropriately modify interventions according to the client's status.				
I can self-evaluate my skills and approaches as a therapist.				

Date	Semester goals	Action Steps	Review of Progress

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Advisor Signature

Semester \_\_\_\_\_

## **APPENDIX IV**

### **CHICAGO STATE UNIVERSITY OCCUPATIONAL THERAPY PROGRAM FIELDWORK PLACEMENT INFORMATION FORM**

The majority of CSU fieldwork sites are in the Chicago metropolitan area, with a handful in Northwest Indiana and a limited number of sites outside of Illinois. Site selection depends on multiple factors including, but not limited to, the type of experience needed by the student, site demand and availability, client population and setting mix, child care needs, transportation options, medical/health limitations, and other personal family needs (on a case-by-case basis). In order to achieve an appropriate student-site "fit," we cannot guarantee that you will be placed in any of your preferred settings.

\_\_\_\_\_  
\_\_\_\_\_ of your preferred settings.

**APPENDIX V**

**CHICAGO STATE UNIVERSITY**

**College of Health Sciences  
Occupational Therapy Program**

**Fieldwork Petition Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fieldwork Assignment: \_\_\_\_\_ Term: \_\_\_\_\_

Please state below briefly and clearly your reasons for requesting a change in your fieldwork assignment:

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I understand that my fieldwork petition will be reviewed by the Department of Occupational Therapy faculty. A written decision will be given to me within 10 working days. I understand that if I relinquish my assigned placement I am not guaranteed immediate placement and that this may delay my fieldwork placement.

Student Signature: \_\_\_\_\_

**APPENDIX VI**

**CHICAGO STATE UNIVERSITY**

**College of Health Sciences  
Student Grievance Form**

**PETITION FOR HEARING**

This form is to be completed by the student and returned to the instructor along with any supporting documentation.

Instructor: \_\_\_\_\_ Program: \_\_\_\_\_

Course No./Title: \_\_\_\_\_ Term/Year: \_\_\_\_\_

**Grievance:** State in specific terms your grievance(s). If you have more than one grievance, number and state each one as a separate item. Attach additional sheets if necessary.

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I hereby request that a formal grievance procedure be initiated.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

**APPENDIX VII**

**CHICAGO STATE UNIVERSITY**  
**COLLEGE OF HEALTH SCIENCES GRIEVANCE PROCEDURE**  
**ROUTING SHEET**

**Step 1.**  
**Conference between student and instructor.**

\_\_\_\_\_  
Date of Conference                      Signature of Student

\_\_\_\_\_  
Signature of Instructor

**Step 2.**  
**Conference between student and program director/chair.**

\_\_\_\_\_  
Date of Conference                      Signature of Student

\_\_\_\_\_  
Signature of Program Director/Chair

**Step 3.**  
**Hearing before program level grievance committee.**

\_\_\_\_\_  
Date of Hearing                              Signature of Student

\_\_\_\_\_  
Signature of Committee Chair

**Step 4.**  
**Hearing before college level grievance committee.**

\_\_\_\_\_  
Date of Hearing                              Signature of Student

\_\_\_\_\_  
Signature of **Committee Chair**

