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An Important and Personal Message from the President

Dear Student,

Thank you for your interest in Roosevelt University. I am pleased that you are taking the opportunity to learn more about us through this catalog, which is designed to serve as a record of our policies and the programs we currently offer. If you have not already done so, I invite you to also visit our website at www.roosevelt.edu for complete up-to-date information.

Roosevelt’s Strategic Plan places our commitment to providing high academic quality and assuring student success as our first two strategic goals. All of our efforts are focused on doing our best to be sure that your education at Roosevelt is challenging and rewarding, and that it prepares you for a successful career and a rewarding personal life after you graduate. You will find that Roosevelt classes are small and faculty members are accessible to students. Our professors are well-published in their fields and universally recognized for being outstanding teachers and scholars. Our students are hard-working and committed to their and the University’s overall success.

As a Roosevelt student, you will be academically challenged so that when you graduate you will be prepared to make a mark in the world. Roosevelt alumni have gone on to be successful in careers as teachers, businessmen and women, actors, musicians and government leaders. I know that as a member of this special community you will have many opportunities to meet and engage other students from a rich array of backgrounds and experiences and that these experiences will prove to be, in future years, an integral part of your long-term success.

Most importantly, however, Roosevelt graduates leave with a raised Social consciousness and a personal commitment to using their education to benefit their communities, their professions and Society at large. We have a proud legacy of Social activism that is the foundation of Roosevelt. Historically, Roosevelt has been a place where economic opportunity and Social justice are attained through educational accomplishment. How that is done changes over time, but our common commitment in every generation is to work together for each individual’s success and development in all aspects of life.

Thank you, again, for your interest in Roosevelt University. We look forward to your joining with us as we work together for both individual and community success.

Sincerely,

Chuck Middleton
President
For many students, Roosevelt University’s appeal is its focus on traditional academic disciplines, out of which innovative interdisciplinary programs have emerged. A Roosevelt education has long been characterized as being slightly ahead of the academic mainstream, and the University’s many new academic programs continue that tradition. The College of Arts and Sciences has developed centers of excellence in the social sciences, humanities and natural sciences, and an honors program called the Roosevelt Scholars. Programs in the Walter E. Heller College of Business Administration combine a solid liberal arts background with professional training in areas from accounting and financial services to international business. The College of Education has played a leadership role in the Chicago Educational Alliance, a consortium of nine university presidents and leaders from the Chicago Public Schools. The Chicago College of Performing Arts offers many rigorous performance programs in music and theatre along with studies in such areas as jazz studies, music education, and composition. The Evelyn T. Stone College of Professional Studies (formerly the Evelyn T. Stone University College) is a well-established college for traditional-aged students pursuing professional studies and adults who return to earn their degrees.

Roosevelt is known as an outstanding metropolitan university for several reasons. Its main campus in Chicago’s Loop and its suburban campus in Schaumburg are near convenient modes of transportation, which make it easy for working students to attend classes. The University provides numerous public services for the greater metropolitan area from which it draws the bulk of its students.

Roosevelt also has a number of specialized areas of study including affiliations with other academic, health, theatrical, and civic institutions. Exchange programs with international universities and schools provide a global dimension for both American and international students who come to study at the University. The Institute for Metropolitan Affairs, the St. Clair Drake Center for African and African American Studies, the Center for New Deal Studies, the Institute for Politics and the Mansfield Institute for Social Justice all promote research, discourse, and social action in the areas of social responsibility and social justice. In all of its richly varied educational and research programs, Roosevelt is inspired and guided by the words of Eleanor Roosevelt who dedicated the University “to the enlightenment of the human spirit.”

Campuses

Roosevelt’s Historic Chicago Loop Campus

Since 1947 Roosevelt’s home has been the famous Auditorium Building on Michigan Avenue, overlooking Grant Park and Lake Michigan. Completed in 1890, the Auditorium Building is considered the masterpiece of architects Dankmar Adler and Louis Sullivan. It is listed in the National Register of Historic Places, was declared a National Historic Landmark in 1975, and was designated a Chicago landmark in 1976.

One of the earliest multipurpose buildings constructed in this country, the Auditorium Building originally included a luxurious 400-room hotel, a business section of 136 offices and stores, and the Auditorium Theatre seating 4,200. The theatre, world renowned for its beauty and near-perfect acoustics, was once described by Frank Lloyd Wright as “the greatest room for music and opera in the world — bar none.” Wright served his apprenticeship as chief draftsman for Adler and Sullivan during construction of the Auditorium Building. Roosevelt students enjoy many events in the Auditorium Theatre; it is used for major theatrical events, University convocations, commencement exercises, occasional University concerts, and other events. Throughout the years the University has sought to renovate and restore the historically significant areas of the Auditorium Building, including Rudolph Ganz Memorial Hall, the Louis Sullivan Room, Oscar Fainman Memorial Hall, the Michigan Avenue lobby, and the south alcove of the Murray-Green Library. At the same time, the University has modernized classrooms, laboratories, and computing areas to keep pace with changes in technology and pedagogy.

Continuing renovation of the Auditorium Building and future growth in programs and enrollment have been made possible by the opening in 2001, of the Center for Professional Advancement in the historic Gage Building, four blocks north of the Auditorium Building on Michigan Avenue. Another historic landmark designed in part by Louis Sullivan, the Gage Building was renovated to accommodate the latest technologies for programs in business, computer science, and communications. With its expanded presence on Michigan Avenue close to the heart of Chicago’s business community, Roosevelt has reaffirmed its commitment to provide state-of-the-art facilities to meet the needs of students in the 21st century.

The University Center of Chicago — a joint venture between Roosevelt University, DePaul University, and Columbia College — is a state-of-the-art residence hall, housing 1,700 students. University Center is an enhancement to the South Loop, which is becoming one of the most vital centers for student life in the country.

Albert A. Robin Campus, Schaumburg, Illinois

When Roosevelt University opened its first campus in the northwest suburbs of Chicago in 1978, few could have predicted how successful its presence would be. Starting out with a small satellite operation with 800 students at North School in Arlington Heights, Roosevelt University moved to its present location in Schaumburg in 1996. Now, with nearly 30 years in the northwest suburbs, Roosevelt University has firmly established itself as one of the premier institutions of higher education in the area. The Schaumburg campus currently serves approximately 2,500 students, almost 35 percent of the entire University enrollment. It is the only comprehensive private university campus in Chicago’s northwestern suburbs.

The 30-acre campus offers classes through the College of Arts and Sciences, the Walter E. Heller College of Business Administration, the College of Education, and the Evelyn T. Stone College of Professional Studies. Courses are offered during the day, evenings, and weekends to accommodate students’ busy work and family schedules. Childcare is available to students, faculty, and staff through the Early Childhood Education Center (ECEC). The ECEC has a committed staff, a state-of-the-art facility and flexible schedules to care for and educate infants, toddlers, preschoolers and kindergartners.
A full range of student services is available at the Schaumburg campus along with a dining center, a print and electronic library, a bookstore, and a fitness/recreation area. Various student organizations and associations are active on the Schaumburg campus, offering opportunities to meet other students and gain leadership experience. The campus is an ongoing host to a number of local and regional art exhibits and is open to community organizations and businesses for hosting meetings and receptions.

The campus is located in one of the most dynamic hubs of business and industry in the nation, in the immediate vicinity of several major corporations and numerous retail establishments, including Woodfield Mall. This proximity to commerce and the University’s strong relationships with area business and industry offer students and graduates a wealth of opportunities for employment, internships, and career growth or advancement. A community advisory board of business and civic leaders in the northwest suburbs provides counsel and support to the University as well as scholarships and mentoring opportunities for students.

Accreditation

All degree programs at Roosevelt University are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. North Central is the largest of six regional associations, recognized by the United States Secretary of Education and the Committee on Recognition of Postsecondary Accreditation, whose mission is to establish standards for institutions of higher education and to ensure continuous improvement of programs. This university-wide accreditation by the appropriate regional accrediting body is what is generally meant when an institution is said to be “accredited.” This accreditation tells students that an institution has a sound academic and administrative foundation and also facilitates the transfer of course credit from one institution to another across the country. If you have questions or concerns about Roosevelt’s accreditation status with the Higher Learning Commission, you may contact the Commission at www.ncahighlearningcommission.org; (312) 263-0456.

Some specialized areas within a university may seek additional program-specific accreditation, generally from a professional association in their field. This kind of accreditation focuses on the curriculum, faculty resources, and methods of assessment of a specific academic and/or professional discipline. At Roosevelt, business degree programs in the Walter E. Heller College of Business Administration have been accredited by the Association of Collegiate Business Schools and Programs (ACBSP), a professional accrediting organization specifically for business programs. The business-oriented programs of study in the Evelyn T. Stone College of Professional Studies, designed for the specific needs of adult students, are interdisciplinary in nature and have not been accredited by ACBSP. Prospective students should speak with an academic advisor and consider the benefits of each available option before deciding which of Roosevelt’s business or business-oriented programs best suits their individual needs and future educational plans.

Regional and Professional Accreditations

- American Psychological Association (PsyD)
- Association of Collegiate Business Schools and Programs
- Council for Accreditation of Counseling and Related Educational Programs
- Council of Higher Education Accreditation
- Illinois State Board of Education
- Illinois Veterans Commission
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- North Central Association of Colleges and Schools
- American Chemical Society

University Memberships

- AACU – Association of American Colleges and Universities
- AAHHE – American Association of Hispanics in Higher Education
- AASCB – The Association to Advance Collegiate Schools of Business
- American Association of Colleges and Teacher Education
- American Association of Collegiate Registrars and Admission Officers
- American Council of Academic Deans
- American Council on Education
- Association of Governing Boards
- Campus Compact
- Committee on Black Concerns in Higher Education
- Council of Colleges of Arts and Sciences
- Educause
- Federation of Independent Illinois Colleges and Universities
- Grant Resource Center
- HACU – Hispanic Association of Colleges and Universities
- Illinois Association for College Admission Counseling
- Illinois Association of Colleges for Teacher Education
- Illinois Association of Collegiate Registrars and Admission Officers
- Illinois Association of Graduate Schools
- Illinois Association of Institutional Research
- Illinois Consortium for Educational Opportunity Programs
- Illinois Council on Continuing Higher Education
- Illinois Council, American College Testing Program
- Institute of International Education
- Midwestern Association of Graduate Schools
- National Association for College Admission Counseling
- NAFSA Association of International Educators
- NASPA – Student Affairs Administrators in Higher Education
- National Association of Graduate Admission Professionals
Graduate Degrees

Doctor of Education
Doctor of Psychology (PsyD)
Master of Arts
Master of Arts in Training and Development
Master of Business Administration
Master of Fine Arts
Master of Music
Master of Public Administration
Master of Science
Master of Science in Accounting
Master of Science in Hospitality and Tourism Management
Master of Science in Human Resource Management
Master of Science in Information Systems
Master of Science in Integrated Marketing Communications
Master of Science in International Business
Master of Science in Journalism
Master of Science in Real Estate

College of Arts and Sciences

Doctor of Psychology (PsyD)
Clinical Psychology
Master of Arts
Clinical Professional Psychology
Clinical Psychology
Economics
English
History
Industrial/Organizational Psychology
Sociology
Spanish
Women's and Gender Studies

Master of Fine Arts
Creative Writing

Master of Public Administration
Master of Science
Biotechnology and Chemical Science
Computer Science
Mathematics/Actuarial Science
Telecommunications (last admissions Spring '08)
Master of Science in Integrated Marketing Communications
Master of Science in Journalism

Walter E. Heller College of Business Administration

Master of Business Administration
Master of Science in Accounting
Master of Science in Human Resource Management
Master of Science in Information Systems
Master of Science in International Business
Master of Science in Real Estate

College of Education

Doctor of Education (EdD)
Educational Leadership
Master of Arts
Community Counseling
Early Childhood Education
Early Childhood Professions
Educational Leadership
Elementary Education
Human Services
Mental Health Counseling
Reading
School Counseling
Secondary Education
Special Education
Teacher Leadership
Chicago College of Performing Arts

Master of Arts
Theatre
Fast Track in Theatre Directing
Master of Fine Arts
Acting

Master of Music
Bassoon
Composition
Flute
Harp
Music Theory
Orchestral Studies
Piano
Trombone
Tuba
Violin
Voice

Evelyn T. Stone College of Professional Studies (formerly Evelyn T. Stone University College)

Master of Arts in Training and Development
Master of Science in Hospitality and Tourism Management

Certificate Programs, Post-baccalaureate Programs, and Joint Degree Programs

College of Arts and Sciences
Certificate in ABC Relaxation Training
Certificate in Biotechnology and Chemical Science
Certificate in Geographic Information Systems
Certificate in Health Services Management
Certificate in Information Technology and Computer Science
Certificate in Nonprofit Management
Certificate in Stress Management
Certificate in Telecommunications
Certificate in Women’s and Gender Studies
Joint MA/JD with The John Marshall Law School
Joint MPA/JD with The John Marshall Law School
Post-baccalaureate Program in Pre-Medicine, Pre-Dentistry, and Pre-Veterinary Medicine

Walter E. Heller College of Business Administration
Certificate in Fraud Examination Studies
Certificate in Information Systems
Certificate in Real Estate Development
Certificate in Strategic Management

Chicago College of Performing Arts
Certificate in Vocal Pedagogy
Performance Diploma
Professional Diploma in Opera
Professional Diploma in Orchestral Studies

Evelyn T. Stone College of Professional Studies
Certificate in Paralegal Studies
Graduate Certificate in Performance Consulting
Executive Certificate in Hospitality and Tourism Management
Graduate Certificate in E-Learning
Graduate Certificate in Instructional Design
Graduate Certificate in Online Teaching
Graduate Certificate in Training and Development
Hospitality Educator Certificate
College of Arts and Sciences

Graduate programs in the College of Arts and Sciences enable students to complete formal degrees, prepare for doctoral programs, study for professions, or continue lifelong learning. To prepare students for rewarding work or advancement in their fields, the College offers courses in the traditional arts and sciences as well as in emerging professional and technical areas. Graduate degrees offered by the College of Arts and Sciences are listed below.

Biotechnology, Chemical Science (MS) Industrial/Organizational Psychology (MA)
Clinical Psychology (MA, PsyD) Integrated Marketing Communications (MSIMC)
Clinical Professional Psychology (MA) Journalism (MSJ)
Computer Science (MS) Mathematics (MS)
Creative Writing (MFA) Public Administration (MPA, EMPA)
Economics (MA) Sociology (MA)
English (MA) Spanish (MA)
History (MA) Women's and Gender Studies (MA)

Graduate certificate programs in the College of Arts and Sciences allow students with undergraduate or higher degrees to concentrate on a focused area of study in a relatively short amount of time. The certificates listed below range from two courses to six courses; requirements for each certificate are listed under the department designated below.

ABC Relaxation Training .................................. Psychology
Advanced Stress Management .......................... Psychology
Biotechnology .............................................. Biology
Clinical Child and Family Studies ...................... Psychology
Geographic Information Systems .................... Public Administration
Health Services Management ......................... Public Administration
Information Technology and Computer Science . Computer Science
Nonprofit Management ................................. Public Administration
Stress Management ...................................... Psychology
Telecommunications ................................. Computer Science
Women's and Gender Studies ........ Women's and Gender Studies

Biotechnology and Chemical Science

Master of Science (MS) in Biotechnology and Chemical Science
The master's program in biotechnology and chemical science prepares students for work in a variety of professional settings or for further graduate study. It is an interdisciplinary graduate program in which a student may concentrate primarily in biotechnology, medical science, or chemistry. The emphasis of the program is to develop practical laboratory skills and a strong conceptual foundation in the crossover disciplines of chemistry and biology.

The program is appropriate for students holding a baccalaureate degree in biology, chemistry, or related sciences, or who have taken the required undergraduate prerequisite courses. Postbaccalaureate students preparing for medical school are also encouraged to enter this program. The majority of the graduate course work for this program is offered during evening hours and on Saturdays, affording an opportunity to those employed full-time to extend their professional training.

The program includes a one-semester research experience, but not a thesis. Those who complete the program and wish to develop their research skills further may choose to continue their graduate work at the doctoral level.

Admission
Students must consult the general requirements for admission to graduate study covered in the section on graduate admission policies. Graduate transfer credit toward the degree must be approved by the faculty in each concentration and is limited to six semester hours.

General prerequisites
Applicants must hold a baccalaureate degree and must have completed satisfactorily the following undergraduate requirements and the specific requirements for the three concentrations: One year of general chemistry, one year of organic chemistry, one year of physics. Some electives that may be taken as part of the graduate program have additional prerequisites.

Prerequisites specific to the concentrations
Biotechnology: basic cellular and molecular biology
Medical science: mathematics through integral calculus, physics with calculus recommended, organismic biology, basic cellular and molecular biology
Chemical science: mathematics through integral calculus, physics with calculus, quantitative chemistry

Advising
New students must consult with a chemistry or biotechnology graduate advisor upon being admitted. Each graduate student is required to meet with a graduate advisor at least once each semester to select appropriate courses for the following semester. A student who has completed approximately 10 semester hours in the program with a grade average of B or
higher should consult with members of the chemistry, biotechnology, or medical science faculty to select a research advisor for the research project (Biol 492 or Chem 492). A student's program of study must be approved by a graduate advisor.

Requirements
To earn the MS in biotechnology and chemical science, students must complete a minimum of 36 semester hours, at least 30 of which must be completed at Roosevelt.

Students may concentrate in biotechnology, medical science, or chemical science. Biotechnology and medical science students must take at least seven semester hours in chemical science. Chemical science students must also take seven semester hours in biotechnology. All students must complete one of the research courses, either Chem 492 or Biol 492.

Courses in biotechnology:
- Biol/Chem 454 Biochemistry Laboratory ................................ 2-3
- Biol/Chem 455 Biochemistry Lecture ..................................... 3
- Biol 460 Microbiology ......................................................... 5
- Biol 461 Information Technology for the Sciences .................. 3
- Biol 463 Introduction to Genome Analysis ............................. 3
- Biol 467 Immunology ......................................................... 5
- Biol 453 Molecular Biology .................................................. 5
- Biol 458 Cell Biology ......................................................... 5
- Biol 480 Applications of Biotechnology ................................. 3
- Biol 492 Research ............................................................ 3

Courses in medical science:
- Biol 438 Organ System Physiology ....................................... 3
- Biol 451 Genetics .............................................................. 5
- Biol 454 Biochemistry Laboratory ....................................... 2-3
- Biol/Chem 455 Biochemistry Lecture .................................... 3
- Biol 456 Developmental Biology ......................................... 3
- Biol 491 Medical Internship ................................................ 3
- Biol 492 Research ............................................................ 3

Courses in chemical science:
- Chem 413 Advanced Organic Chemistry Laboratory .................. 4
- Chem 418 Synthetic Organic Chemistry .................................. 3
- Chem 419 Organometallic Chemistry .................................... 3
- Chem 421 Physical Chemistry I .......................................... 3
- Chem 422 Physical Chemistry II ......................................... 3
- Chem 425 Physical Chemistry Laboratory .............................. 4
- Chem 437 Instrumental Analysis .......................................... 4
- Chem 441 Inorganic Chemistry .......................................... 3
- Chem 447 Advanced Inorganic Chemistry Laboratory .............. 4

Computer Science and Telecommunications (CST)
- Chem/Biol 454 Biochemistry Laboratory ................................. 2-3
- Chem/Biol 455 Biochemistry Lecture ..................................... 3
- Chem 473 Environmental Chemistry ..................................... 3
- Chem 481 Polymer Chemistry ............................................. 3
- Chem 492 Research ............................................................ 3

Certificates
Students completing the appropriate courses may also earn a Certificate in Biotechnology and/or a Certificate in Chemical Science. See the undergraduate catalog for certificate requirements.

Geographic Information Systems (GIS)
GIS Certificate courses are now part of Saturdays in Schaumburg! The entire certificate program can be completed entirely on the weekends. The GIS certificate at RU is designed to provide students with the knowledge and skills needed for immediate success in GIS-related research and employment.

Required Courses:
Five courses are required to earn the GIS certificate. Courses can be taken for undergraduate credit (Geography/Environmental Science) or graduate credit (Public Administration). The student must also develop a GIS project portfolio while completing these courses:

I. GEOG 314 / ENVS 314/414/ PADM 435 Introduction to Geographic Information Systems: provides students with the knowledge and skills needed for immediate success in GIS-related research and employment.

II. GEOG 316 / ENVS 316/416 / PADM 416 Advanced Geographic Information Systems: provides the opportunity to further develop and apply hands-on GIS skills for application in a variety of disciplines including environmental science, site selection and the social sciences.

III. and IV. Topics Courses: Choose two courses from the following list, with the approval of the GIS certificate coordinator. Course projects should incorporate a GIS component, if possible, and be added to the student's GIS project portfolio.

Environmental Science
- BIOL 315 Ecology
- BIOL 330/ PADM 433 Wetlands Delineation
- BIOL 335/ PADM 434 Great Lakes
- BIOL 361/461 Information Technology for the Sciences
- CHEM 373/473 Environmental Chemistry
- ENVS 201 Hazardous Materials Management
ENVS 202 Pollution Control
GEOG 321 Climatology
GEOG 344 World Resource Management

Business
BADM 360 Survey of International Business
FNSV 350 Risk Management
MKTG 344 Marketing Strategy and Planning

Computer Science
CST 333 Database Design
CST 263 Visual BASIC Programming-I
CST 290 Telecommunication Systems
CST 365 Web programming
CST 367 Web Database Applications

Social Sciences and Environmental Policy
ECON 322 Environmental Economics
ECON 352 Urban Economic Development
GEOG 305 Urban Geography
GEOG 350 Problems of the Urban Environment
SOC 349 Environmental Sociology
SOC 331 Criminology
SOC 345 The Study of Population

V. GEOG 380 / ENVS 380/480 / PADM 496 GIS Capstone Project: Students work on an independent project in the field of interest with faculty supervision and guidance. Prerequisite: GEOG 314 / ENVS 314/414 / PADM 435 and GEOG 316 / ENVS 316/416. (3)

Computer Science and Telecommunications (CST)
Roosevelt's department of computer science and telecommunications offers a Master of Science in computer science. Graduate certificates may also be earned in these fields. These programs are designed for individuals who want to upgrade the knowledge they already have in this field of computer science or those who desire a career change into one of these sought-after fields. In consultation with a graduate advisor, students may choose an emphasis in their program of study. The program is designed to accommodate either full-time or part-time study, with classes offered in the evenings and on weekends.

Due to the rapidly changing nature of this field of study, credit for courses taken more than six years prior to the semester in which the graduate degree is to be granted will not be counted toward the degree. Students who have been active in the field may petition the CST Executive Committee for a possible waiver of this time limit.

Admission
Students do not need to have a bachelor's degree in computer science or mathematics to pursue these graduate programs; however, certain undergraduate prerequisite courses may be needed by students from other disciplines. Students with any regionally accredited bachelor's degree and an undergraduate grade point average of at least 2.8 on a 4.0 scale are admitted. An applicant with a lower grade point average may be admitted at the discretion of the department. In this instance, a GRE score must be submitted with the application.

Standards
An overall grade point average of B (3.0) or higher must be maintained in graduate-level courses with no more than two grades of C (see “Academic Policies” in this catalog).

Advising
Students are assigned to a graduate advisor upon entry to the program so that they can map out a curriculum plan. Up to nine hours of graduate level credit may be transferred if they are approved by the CST department and not already used as part of any degree. Students should consult with their advisor every semester to get approval for the following term's course registration.

Master of Science (MS) in Computer Science
Prerequisites
Graduate students will be continued in the program if they satisfactorily complete the prerequisite courses listed below with grades of C or higher and with a B average in the computing courses, as well as any courses required of international students by the English Language Program. It is possible to make up any deficiencies after being admitted as a graduate student, but no credit towards the degree will be given for meeting these requirements. Students may enroll in prerequisite courses and certain graduate-level courses concurrently, provided the particular prerequisites for those graduate courses have been satisfied.

Four courses in computer science equivalent to the Roosevelt courses listed below.

CST 150 Computer Science I
CST 250 Computer Science II
CST 280 Data Structures (CS III)
CST 261 Computer Organization & Assembler

Three courses in mathematics equivalent to the Roosevelt courses listed below.

Math 231 Calculus I
Math 300 Linear Algebra
or Math 217 Probability and Statistics
Math 245 Discrete Structures
Math 232 Calculus II is recommended
Requirements
To earn the MS in computer science, students must complete all prerequisites and at least 36 semester hours of course work, including two required courses, two advanced core courses, and at least six semester hours from the advanced core/advanced electives/capstone course lists. Courses must be chosen in consultation with an advisor. Cst 405 and Cst 408 are required.

Courses from the beginning core list must be taken as part of the program if they were not part of the undergraduate degree. Any courses from the beginning core or beginning electives list that were taken as part of the undergraduate program may not be repeated for graduate credit. In that case, courses from the advanced core or advanced electives list may be substituted for courses from the beginning core or beginning electives list.

Students may fulfill the capstone requirement either by completing a master’s thesis/project or by taking a comprehensive examination. Students who elect to complete a thesis or project must select a faculty mentor and register for Cst 485 in their second-to-last semester. During the last semester, they must register for either Cst 490 Thesis or Cst 499 Project.

Required courses
- Cst 405 Advanced Data Structures ............... 3
- Cst 408 Advanced Algorithms .................. 3

Beginning core courses
- Cst 417 Operating Systems ..................... 3
- Cst 433 Database Systems ....................... 3
- Cst 440 Computer Architecture ................ 3

Advanced core courses
- Cst 410 Formal Languages and Automata ........ 3
- Cst 415 Parallel Systems & High Performance Computing .... 3
- Cst 420 Analysis of Algorithms ................ 3
- Cst 441 Compilers and Interpreters .......... 3
- Cst 471 Distributed Databases ............... 3
- Cst 479 Computability and Complexity ........ 3
- Cst 486 Information Retrieval ............... 3

Beginning electives
- Cst 427 Combinatorics ....................... 3
- Cst 430 Numerical Analysis .................. 3
- Cst 444 OOP and the .NET Framework ........ 3
- Cst 450 Boolean Algebra and Switching Theory .... 3
- Cst 451 Bioinformatics ...................... 3
- Cst 452 Network Design ...................... 3

Advanced electives
- Cst 428 Linear Programming and Optimization .... 3
- Cst 446 Coding Theory ....................... 3
- Cst 455 Graduate Seminar .................... 3
- Cst 466 Cryptography ......................... 3
- Cst 467 Web-Based Data Applications .......... 3
- Cst 468 Internet Security ..................... 3
- Cst 476 Distributed Applications ............ 3
- Cst 477 Advanced Operating Systems .......... 3
- Cst 482 Computer Graphics .................. 3

Capstone option I
- Cst 485 Thesis/Project Research ............. 3
- Cst 490 Thesis or Cst 499 Project .......... 3

A student who has not completed a thesis or other final project must maintain continuous registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

Capstone option II (six semester hours)
Students may choose to take two more courses from the advanced core/advanced electives lists and take a comprehensive exam. Students must notify the department chair of their intent to sit for the comprehensive exam at the beginning of their final semester.

Graduate Certificates
The Certificate in Information Technology and Computer Science and the Certificate in Network Computing are designed for students with bachelor’s degrees who want to gain enough knowledge to immediately enhance their employment opportunities in the fast-growing information technology arena. Courses earned in these certificates may be later applied towards a master’s degree.
Graduate Certificate in Information Technology and Computer Science

Students enrolling in this certificate program must have earned a bachelor's degree, have taken mathematics through calculus, and a programming language, preferably C++. At least 18 semester hours of Roosevelt credit are required.

Required undergraduate courses: Students who have met the undergraduate requirement prior to entry into the certificate program should substitute graduate courses.

- Cst 261 Computer Organization & Assembler .................... 3
- Cst 280 Computer Science III: Data Structures .................. 3

Required graduate courses:
Choose at least three from the list below.
(at least one must be 405, 410, 415, or 420) .................... 9-15
- Cst 405 Advanced Data Structures
- Cst 410 Formal Language and Automata
- Cst 415 Parallel Systems & High Performance Computing
- Cst 417 Operating Systems
- Cst 420 Analysis of Algorithms
- Cst 428 Linear Programming and Optimization
- Cst 433 Database Systems
- Cst 440 Computer Architecture
- Cst 441 Compilers and Interpreters
- Cst 444 OOP & the .Net Framework
- Cst 446 Coding Theory
- Cst 450 Boolean Algebra and Switching Theory
- Cst 452 Network Design
- Cst 454 Local Area Networks
- Cst 468 Internet Security

Graduate Certificate in Network Computing

Students enrolling in this certificate program must have earned a bachelor's degree, have taken mathematics through college algebra, a programming language (preferably C++), and Data Communications. At least 15 semester hours of Roosevelt credit are required.

Undergraduate requirement: Students who have met the undergraduate requirement prior to entry into the certificate program should substitute a graduate course.

- Cst 280 Computer Science III: Data Structures .................. 3

Economics

The Master of Arts program in economics provides a broad curriculum that encompasses both traditional and nontraditional schools of thought. This is a distinctive program that goes beyond the orthodox theory that dominates most graduate programs in the United States. In addition to neoclassical economics, the curriculum includes contributions from Institutionlists, post-Keynesians, and Marxists. The program is designed to appeal to students who wish to pursue a doctoral degree, those who plan to become business or government economists, and those who plan to teach in community colleges or secondary schools. An undergraduate degree in economics is not required for admission.

All students seeking graduate work in economics should consult the graduate advisor in economics at the outset. Students who are interested in combining the study of economics with related courses in other disciplines may be able to arrange an interdisciplinary program with the assistance of the graduate advisor.

Master of Arts (MA) in Economics

Admission

Applicants for admission to graduate work in economics must meet the general requirements for admission to graduate work in the University. Students must have completed an undergraduate degree, not necessarily in economics, to undertake graduate-level work. Undergraduate economics courses are required for those students with insufficient preparation in economics.
Advising
All graduate students must formulate their programs with approval of the graduate advisor. When students are planning their programs they should be aware that many courses are taught in only one semester of the academic year and plan accordingly. For information on the timing of courses for the coming year, consult the economics advisor.

Requirements
Students may earn an MA in economics in one of two ways: either 36 semester hours of course work with no thesis or 30 semester hours of course work plus a thesis; the thesis registration is included in the 30 hours. Any graduate student who earns more than two C’s will be dropped from the program. Requirements for the two options are detailed below.

No thesis option
Students take 12 courses (36 semester hours) at the 400 level. Econ 421 and 423 must be taken within the first year of graduate study and passed with grades of B or higher. Any electives taken outside of economics must be taken at the 400 level and approved in advance by the economics advisor. Graduate credit is not given for Econ 403. Students with strong preparation in economics may be able to enroll directly in 440 and 465, subject to approval by the economics advisor.

Course Requirements:

- Econ 463 Mathematics for Economists ................................................. 3
- Econ 421 Macroeconomic Theory ....................................................... 3
- Econ 423 Microeconomic Theory ......................................................... 3
- Econ 436 Statistical Analysis ............................................................... 3
- Econ 440 Advanced Macroeconomic Theory ........................................ 3
- Econ 465 Advanced Microeconomic Theory ........................................ 3
- Econ 446 Introduction to Econometrics ............................................... 3
- Five electives, at least three 400-level economics courses ............... 15

Thesis option
Students who wish to write a thesis must obtain a thesis advisor from among the regular economics faculty during their first year of study. Any elective courses taken outside of economics must be at the 400 level and approved by the graduate advisor. Graduate credit is not given for Econ 403. Students following the thesis option and planning to go on to advanced graduate studies are strongly encouraged to take Economics 446. Students with strong preparation in economics may be able to enroll in 440 and 465 without taking 421 and 423, subject to approval by the economics advisor.

- Econ 463 Mathematics for Economists ................................................. 3
- Econ 421 Macroeconomic Theory ....................................................... 3
- Econ 423 Microeconomic Theory ......................................................... 3
- Econ 436 Statistical Analysis ............................................................... 3
- Econ 440 Advanced Macroeconomic Theory ........................................ 3

A student who has not completed a thesis or other final project must maintain continued registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

English

Master of Arts (MA) in English
The program for the Master of Arts in English is an intensive study of literature designed to prepare advanced students to pursue doctoral level studies in English; launch a career teaching English in community colleges or secondary schools; acquire the cultural knowledge and analytical and communication skills valuable in such fields as journalism, publishing, library science, law, and business; or satisfy a personal interest in literary culture.

Admission
Criteria for admission are listed in the Policies and Procedures section of this catalog. In addition to the University graduate application procedures, applicants for the MA in English must submit the MA application form, a statement of purpose, three letters of recommendation, and a sample of academic writing. Admitted graduate students who hold a bachelor’s degree in English and whose writing skills are assessed as adequate will be permitted to enroll in graduate English courses immediately. In some cases, at the discretion of the English faculty, a student who holds a degree in a field other than English or whose writing skills need further development may be required to take additional English courses at the undergraduate level before enrolling in courses for graduate credit.

Requirements
To earn an MA degree in English, candidates must complete 30 semester hours of graduate course work with grades of A or B. Courses with grades of C are not counted towards the 30 semester hours. Students complete one core course, eight elective courses, and one course leading to an exam or thesis. All requirements must be fulfilled within six years of admission.

Since requirements are specialized after course work is completed, students are encouraged to take an array of courses in direct consultation with a faculty advisor. Students may submit six hours of transfer credit, subject to approval by the program director. Students have the option of completing up to six semester hours of graduate course work in related disciplines, such as African-American studies, creative writing, film studies, history, languages, philosophy, and women’s and gender studies, subject to the faculty advisor’s approval.

- English 402 Topics in Literary and Critical Theory ............................... 3
- Six electives in English ................................................................. 15
Two electives in English or related disciplines with advisor’s consent

*Eng 489 Directed Reading*

or *Eng 490 Thesis*.

The exam or thesis must be undertaken after all course work has been completed. Students who opt for the exam will complete a two-part comprehensive examination consisting of a written exam on a 100-year period of literary history chosen by the student and based on the reading list provided by the faculty committee chair and approved by the program. Upon passing the written exam, students take an oral exam covering the same list of texts. Students who choose this option must register for English 489 with the faculty member designated as committee chair.

Students who opt to write a thesis will register for English 490 and write a thesis either on literary criticism or on curriculum development. Subsequent to completing and filing the thesis, the student will sit for an oral defense of the thesis.

The literary criticism thesis requires in-depth research and integration of theoretical, cultural, and/or historical secondary sources. The curriculum development thesis focuses on issues of curriculum and pedagogy in literature or composition studies. This option may be particularly beneficial for MA candidates pursuing a career teaching English in community colleges or secondary schools.

**Master of Fine Arts (MFA) in Creative Writing**

The Roosevelt MFA in creative writing is designed to provide writers with the tools and guidance to express their knowledge of human experience and their personal and community aspirations in well-crafted fiction, poetry, dramatic scripts, and creative nonfiction. Staffed by professional writers distinguished for their abilities as teachers, creative writing at Roosevelt is an innovative program dedicated to developing students’ literary knowledge and sense of writer’s craft while offering real-world guidance for negotiating a future career in writing. To achieve this, the program offers three kinds of experience:

- Practice of various literary forms through workshops in poetry, fiction, playwriting, screen writing, and creative nonfiction
- Coursework in literary traditions, literary and critical theory, contemporary aesthetic developments, practical analysis of the principles of critique, and prevailing forces and protocols in the literary marketplace
- Training and experience in one or more practical applications of writing, such as editing, publishing, and marketing; public service writing; internships; placing students in non-profit or corporate organizations; teaching writing, whether composition, literature, or creative writing; in the University and creative writing in community youth and senior centers in the Chicago area

**Admission**

Applicants must hold a bachelor’s degree and submit the University graduate application, the creative writing application, three letters of recommendation, statement of purpose, and a portfolio of written work consistent with the requirements listed in the specialty

**Requirements**

To earn an MFA in creative writing, students must complete 42 semester hours of graduate work including 18 semester hours of writing workshops in fiction, poetry, play writing, screen writing, or creative nonfiction; 12 semester hours in literature or theory; three semester hours in a practical writing internship; an additional elective or internship; and six semester hours of thesis work. Three of the writing workshop courses must be in the core specialty, and of the three electives, at least one must be in a genre other than the declared specialty. Internships are in public service writing, publishing, arts administration, or teaching.

Three workshop courses in specialty area

Three elective workshops, at least one outside of specialty area

Four courses in literature and theory

Internship

Elective in literature, writing workshop, or additional internship

Thesis

A student who has not completed a thesis or other final project must maintain continued registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

**Specialization in Fiction**

In this sequence of classes, students will work on the process of creating, rewriting, editing, and publishing fiction. Emphasis will be placed on composition, analysis, and critique of narrative and non-narrative forms in a workshop environment. Candidates in the fiction specialization will complete all of the core fiction workshops. These studies will culminate in a thesis project consisting of a novel or book-length fiction collection of publishable quality.

Admission to fiction requires consent of the faculty upon review of a portfolio containing three pieces of fiction totaling at least 5,000 words, a resume of publications and readings, if applicable, and a statement of purpose.

**Specialization in Poetry**

In this sequence of courses, students will work on forms of poetry from the traditional to the experimental. Emphasis will be placed on the workshop process from creating to rewriting, editing, and publishing. Candidates who declare the poetry specialization will complete all of the core poetry workshops. These studies will culminate in a thesis project consisting of a book-length poem or collection of publishable quality.
Admission to poetry requires consent of the faculty upon review of a portfolio containing a minimum of three poems of any length and at least 12 pages of poetry, a resume of publications and readings, if applicable, and a statement of purpose.

Specialization in Creative Nonfiction

Writers interested in developing their skills as essayists, critics, biographers, or other relevant nonfiction specialists will find ample opportunities and direction to meet their goals. Although this genre often uses many of the narrative essentials of fiction, like point of view, voice, and plot, it relies on life experience coordinated with research, both documentary and interview. Declared nonfiction specialists will complete all of the core nonfiction workshops. These studies will culminate in a thesis project consisting of a book-length nonfiction work of publishable quality.

Admission to creative nonfiction requires consent of the faculty upon review of a portfolio of at least three essays of approximately 5,000 words. The portfolio should also include a resume of publications and readings, if applicable, and a statement of purpose.

Practical Writing Internships

PUBLIC-SERVICE WRITING: students will be placed with a compatible nonprofit concern where they can exercise skills in technical and promotional grant writing and other forms of professional and written expression.

PUBLISHING: students may enroll in Literary Magazine Production, the class that produces Oyez Review, the professionally edited literary journal affiliated with the program, or may be placed with a publisher in the Chicago community.

TEACHING: students may opt for an internship in the Roosevelt English composition program or in literature or creative writing, or they may develop and conduct creative writing workshops in community senior or youth centers.

LITERARY MARKETING: students will be placed with an organization that develops and produces literary events throughout the city.

History

Master of Arts (MA) in History

The MA program in history serves students who seek to teach history in a secondary school or community college; prepare for a PhD degree; or prepare for government positions or other careers requiring advanced study of history. The program offers instruction in the following fields: United States history to 1877, European history, African American history from 1619 to the present, United States history from 1877 to the present, 20th-century world history, or a special field with two faculty sponsors and approval of the program. Special fields may include topics such as Latin American history, or women’s history.

Thesis option

Students who opt to write a thesis must complete 33 semester hours of 400-level graduate courses, of which at least 24 semester hours must be in history and taken at Roosevelt. In addition to Hist 401 and Hist 450, all graduate students must take a 400-level course that varies in topic and is not cross-listed with a 300-level course. This course will serve as an elective. A seminar paper acceptable to the program is generally written in conjunction with a one-semester seminar (Hist 450) to demonstrate command of historical method and interpretation. Students who have selected this option must write a thesis that conforms to University regulations and is acceptable to the program. A thesis topic should be selected early and consent of two faculty sponsors secured.

Hist 401 Introduction to Graduate Studies .............................................. 3
Hist 450 Graduate Seminar in History .................................................. 3
Eight 400-level electives in history ...................................................... 24
Hist 490 Thesis .................................................................................... 3

A student who has not completed a thesis or other final project must maintain continuous registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.
No thesis option

Students who elect to take 36 semester hours of course work must take at least 27 semester hours at Roosevelt. Up to nine semester hours may be taken outside of history in closely allied fields, but only with the written approval of a graduate advisor in history. A seminar paper acceptable to the program is generally written in conjunction with a one-semester seminar (Hist 450) to demonstrate command of historical method and interpretation. In addition to Hist 401 and Hist 450, all graduate students must take a 400-level course that is not cross-listed with a 300-level course. This 400-level course will be a course that varies in topic and will serve as an elective.

Hist 401 Introduction to Graduate Studies ......................... 3
Hist 450 Graduate Seminar in History .................................. 3
Seven history electives ................................................... 21
Three electives in history or other related disciplines .............. 9

Journalism and Integrated Marketing Communications

Graduate programs in journalism and integrated marketing communications are designed for students who plan to have or are continuing with careers in these fields. Journalism courses prepare students for careers in print, broadcast or online media, or public relations. The integrated marketing communications program serves students seeking careers with marketers, advertising agencies, direct marketing organizations, public relations firms, and the media.

Academic Performance

Graduate students must complete all courses required for their programs, including required undergraduate or English Language Program courses, with a grade point average of B (3.0) or higher. No more than six semester hours of C may be counted in the total credits accepted for the master’s degree. Although a grade of C is acceptable within the stated guidelines, this indicates work below the level expected of graduate students. A student admitted on probation for the master’s degree will be limited to two courses (six semester hours) in the first term of enrollment and must receive grades of B or above in these first two courses to remain in the program.

A student who receives a grade of C in Journalism 401 or 405, or in Integrated Marketing Communications 401 or 409, must repeat that course in the next term in order to continue in the program.

Excellent communication skills, including proficiencies in spoken and written English, are vital for success in this program, even for those who expect to work in other languages. International students who take the Roosevelt University English Language Program courses must be enrolled in the ELP 111 level before beginning graduate courses. Domestic students may be tested and/or required to take specific skills courses before entering or continuing in the graduate program.

Master of Science in Journalism (MSJ)

Admission

Admission to the journalism program depends on previous academic success and work experience. Any admission with a grade point average below 3.0 will be probationary, requiring grades of B or higher in the first two courses of the program.

Domestic applicants with a bachelor’s degree from a regionally accredited college or university and a grade point average of 3.0 (on a 4.0 scale) or higher, or a graduate degree in any discipline, will be granted unconditional admission. If the grade point average is between 2.7 and 3.0, probationary admission will be given and enrollment limited to two courses for the first term. If the grade point average is below 2.7, the applicant may appeal an admission denial by submitting a letter to the department chair with a detailed work history, three letters of recommendation (employers, faculty, etc.), an essay explaining career interests and objectives in the field of journalism, and writing samples. The applicant also may be asked to submit the results of the Graduate Record Exam (GRE). Probationary admission will be determined after faculty review of all submitted documents.

International students for whom English is not the first language must submit transcripts of college work, results of the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). The department recommends that international students also take the Roosevelt University English Language Program placement test before beginning graduate courses. Admission is based on a combination of these measures. In some cases, the faculty may require further evidence of English composition and/or mathematics skills. Students with deficiencies in these skills may be required to take designated undergraduate courses prior to admission.

Students whose undergraduate degrees were in journalism may apply for a waiver of Jour 401 as their first course in the graduate program. Contact the department chair for guidelines on applying for the waiver. If Jour 401 is waived, the student must complete 33 semester hours for the degree.

Degree requirements

To earn the MSJ, students must complete 36 semester hours of course work with an average of B or higher (33 semester hours if Jour 401 is waived). No more than six hours of transfer credit for approved graduate-level journalism courses will be accepted from another institution. All course work and other requirements for the degree must be completed within six years of the student’s admission to the program. Students who have taken any of the required courses as undergraduates or at other institutions will be required to substitute electives to reach the total hours required.

Jour 401 News Fundamentals ........................................... 3*
Jour 405 The State of the News Business ............................. 3*
Jour 411 Advanced Reporting Methods .............................. 3
Jour 431 Public Opinion and Propaganda ............................ 3
Jour 463 Law and Ethics .................................................. 3
Arts and Sciences

Jour 470 Media Criticism ........................................ 3
Jour 489 New Media and Technology ......................... 3
Jour 499 Internship
  or Jour 493 Practicum ........................................ 3
Jour 480 The Journalism Project .................................. 3
Three electives in journalism; may be in a concentration ....... 9
*B* or higher grade required to continue the program.

A student who has not completed an internship, practicum, or other final project must
maintain continuous registration during fall and spring semesters until completion of the
project by registering for the appropriate zero-credit course (course number followed by
“Y”). Students who have not maintained continuous registration for internship, practicum,
or other final project will be required to register for all intervening fall and spring semesters
prior to graduation.

Concentrations
Students may declare a three-course concentration from the list below or pursue general
electives. Concentrations focus course work on practical experience for media-related careers.

Writing/reporting
  Jour 452 Editorial and Column Writing
  Jour 451 Feature Writing
  Jour 453 Alternative Media
  Jour 455 Magazine Writing

Public relations
  Jour 440 Public Relations Campaigns
  Jour 441 Case Problems in Public Relations
  Jour 443 Crisis Communications
  Jour 445 Writing for Newsletters
  or Jour 446 Newsletter Publishing

Magazine
  Jour 455 Magazine Writing
  Jour 454 Publication Design
  Jour 457 Magazine Production

Journalism education
  Jour 475 The Scholastic Press
  Jour 492 Practicum in the Teaching of Journalism
  One additional course, determined in consultation with department chair.

Master of Science in Integrated Marketing Communications (MSIMC)

Admission
Admission to the integrated marketing communications program depends on previous
academic success and work experience. Any admission with a grade point average below 3.0
will be probationary, requiring grades of B or higher in the first two courses of the program.

Domestic applicants with a bachelor’s degree from a regionally accredited college or university
and a grade point average of 3.0 (on a 4.0 scale) or higher, or a graduate degree in any
discipline, will be granted unconditional admission. If the grade point average is between 2.7
and 3.0, probationary admission will be given and enrollment limited to two courses for the
first term. If the grade point average is below 2.7, the applicant may appeal an admission de-
nial by submitting a letter to the department chair with a detailed work history, three letters
of recommendation (employers, faculty, etc.), an essay explaining career interests and objec-
tives in the field of integrated marketing communications and writing samples. The applicant
also may be asked to submit the results of the Graduate Record Exam (GRE). Probationary
admission will be determined after faculty review of all submitted documents.

International students for whom English is not the first language must submit transcripts
of college work, results of the Test of English as a Foreign Language (TOEFL) and the Test
of Written English (TWE). The department recommends that international students also
take the Roosevelt University English Language Program placement test before beginning
graduate courses. Admission is based on a combination of these measures. In some cases, the
faculty may require further evidence of English composition and/or mathematics skills. Stu-
dents with deficiencies in these skills may be required to take designated undergraduate
courses prior to admission.

Degree requirements
Students seeking the MSIMC degree are required to complete 36 credit hours with a grade
point average of B or higher, including six core courses, five elective courses, and a required
capstone course.

Required courses
  Imc 401 Brand Marketing and Communications ........................ 3
  Imc 409 Methods of Integrated Marketing Communications ........... 3
  Imc 440 Marketing Communications Research .......................... 3
  Imc 446 Brand Planning and Message Strategy ........................... 3
  Imc 452 Imc Ethics and Society ........................................ 3
  Imc 453 Multicultural Marketing Communications ...................... 3
  Three principle electives in integrated marketing communications ... 9
Imc 480 Imc Campaign Planning ............................................. 3
Two electives in integrated marketing communications ............... 6

Principles electives
All MSIMC students will complete five electives, including three selected from the principles electives listed below.

Imc 443 Principles of Imc Media Planning .................................... 3
Imc 450 Principles of Direct/Database Marketing ......................... 3
Imc 461 Principles of Customer Relationship Management (CRM) .... 3
Imc 471 Principles of Public Relations ............................................ 3
Imc 472 Principles of Consumer and Trade Promotions ................. 3
Imc 489 Principles of Internet Marketing Communications ........... 3

General electives
With the remaining two electives, students may choose additional course(s) from the principles electives above or from the list of general electives including those listed below.

Imc 419 Business-to-Business Marketing Communications
Imc 444 Newsletter Publishing
Imc 447 Imc Creative Campaigns
Imc 448 Writing for Newsletters
Imc 454 Publication Design
Imc 460 Account Planning
Imc 474 Crisis Communications
Imc 475 E-Commerce Marketing

Work experience electives
All MSIMC students are advised to choose a work experience elective to round out their studies. One work experience course is allowed per student for academic credit as an elective.

A student who has not completed an internship, practicum, or other final project must maintain continued registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for internship, practicum, or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

Legal Studies
Roosevelt University offers a graduate-level combined degree program with The John Marshall Law School. This program combines the Master of Public Administration with the Juris Doctor. See the section on public administration in this catalog for further information on this program.

Mathematics
The MS program in mathematics is designed to train students in mathematics that can be readily applied to practical, real world problems including actuarial science, probability, statistics, and computer science, and to allow students to pursue mathematics as an intellectual discipline. The program accepts properly prepared students who wish to attend on either a part- or full-time basis. Course offerings are concentrated in the evenings to accommodate students who are employed during the day.

Master of Science (MS) in Mathematics

Admission
Applicants for admission to graduate work in mathematics must meet the general requirements for admission to graduate work in the University. Students must have completed an undergraduate degree, not necessarily in mathematics, but must have completed at least two semesters of calculus (equivalent to Math 231 and Math 232 at Roosevelt).

Prerequisites
Graduate students will be continued in the program if they satisfactorily complete the prerequisite courses listed below with grades of C or higher and with a B average, as well as any courses required of international students by the English Language Program. It is possible to make up any deficiencies after being admitted as a graduate student, but no credit will be granted towards the degree for meeting these requirements. Students may enroll in prerequisite courses and certain graduate courses concurrently, provided the prerequisites for those graduate courses have been satisfied.

Prerequisite Courses
- Math 233, Calculus III
- Math 290, Mathematical Reasoning
- or Math 245, Discrete Structures
- Math 300, Linear Algebra
- Math 352, Analysis

Advising
Following acceptance to the program, students meet with the graduate advisor to plan a program of study. All students are required to obtain approval for their course selections each semester. All courses presented for the degree must be approved by the graduate advisor. Up to nine semester hours of transfer credit may be considered for the program.

Requirements
To earn the MS in mathematics, students must complete 33 semester hours of course work.

- Two courses chosen from Math 435, 446, 455, 458, 471, 489 ........ 6
- Six mathematics electives .................................................. 18
- Three electives from mathematics or approved cognate fields ...... 9
Actuarial science concentration

Actuaries use quantitative tools to analyze and plan for future financial situations. Admission requirements for the program are the same as those for the MS in mathematics except Math 269 Theory of Interest may be taken in place of Math 245 Discrete Structures and an approved probability course may be substituted for Math 352 Analysis. The completed degree requires a total of 33 hours. In addition to a core of mathematical probability and statistics, candidates should take courses that prepare them for the actuarial professional exams. The electives, therefore, include a combination of math, finance, and economics classes. If any of the core courses were taken as an undergraduate, substitutions may be made from the math electives with the approval of the graduate advisor.

Math 447 Probability and Statistics I .................................. 3
Math 448 Probability and Statistics II .................................. 3
Math 480 Actuarial Science Seminar .................................. 3
Four math electives chosen from the list below ....................... 12
  Math 449 Regression and Time Series
  Math 457 ANOVA and Experimental Design
  Math 469 Actuarial Mathematics I
  Math 470 Actuarial Mathematics II
  Math 476 Loss Models
  Math 477 Survival Models
  Math 478 Topics in Actuarial Mathematics
Four electives from mathematics or approved cognate fields ...... 12

Courses from cognate fields

Acct 405 Accounting for Executives
Econ 421 Macroeconomic Theory
Econ 423 Microeconomic Theory
Fnsv 410 Insurance and Risk Management in Industry
Fin 408 Finance for Decision Makers
Fin 485 Investment Theory
Fin 487 Advanced Financial Instruments

Computer science concentration

As computer technology evolves, so do the mathematical applications including probability and statistics, numerical analysis, chaos theory, cryptography, neural networks, genetic algorithms, bioinformatics, and other fields of scientific computing. Students interested in working with computers while pursuing their MS in mathematics have the option of combining at least 18 hours of mathematics coursework with up to 15 hours in computer science for a total of 33 semester hours.

Six to eight courses chosen from the list below ....................... 18-24
  Math 420 Introduction to Abstract Algebra
  Math 428 Linear Programming and Optimization
  Math 430 Numerical Analysis

Post-Baccalaureate Program in Pre-Medicine, Pre-Dentistry, and Pre-Veterinary Medicine

Roosevelt offers a post-baccalaureate pre-professional program for students who seek admission to professional school. This program is appropriate for students with few or no college science credits, as well as for those individuals who lack only a few specific courses. It is designed for students who desire to change fields and for students who wish to enhance their eligibility for medical school, dental school, veterinary school, or other professional programs in the life sciences. Applicants to the program generally have consistently superior undergraduate records but insufficient background in the life sciences or in the physical sciences (chemistry, mathematics, and physics) for admission to professional study. See the undergraduate catalog for more details.

Psychology

Roosevelt offers two kinds of graduate degrees in psychology: the Master of Arts (MA) and a Doctor of Psychology (PsyD) degree. The master’s degrees are in the areas of clinical, clinical professional, and industrial/organizational psychology; the PsyD is in clinical psychology. There are also two certificate programs, one in stress management, and the other in child and family studies. The certificate programs are designed to provide professional enrichment for individuals.
outside of a degree program and an area of concentration for those seeking a degree.

Master of Arts Programs

The University has three Master of Arts programs in psychology. The industrial organizational program prepares the individual to carry out psychological work in a business or organizational setting. The clinical professional program is designed to meet the educational requirements for licensure as a professional counselor (LPC), and clinical professional counselor (LCPC) in the State of Illinois, and there is a more general clinical psychology program that offers more flexibility in its curriculum but that does not meet the requirements for licensure.

Admission

Applicants must meet the graduate admission requirements of the University as detailed in the Policies and Procedures section of this catalog and have completed at least 18 semester hours in psychology at the undergraduate level with at least a 3.0 (B) average. Undergraduate courses must include general psychology, introductory statistics, tests and measurements, research methods, and one advanced undergraduate course. Students applying to the clinical programs must have completed a course in theories of personality and a course in abnormal psychology.

Undergraduate deficiencies may be taken concurrently with some graduate courses with the permission of the program director, but these courses will not earn graduate credit. If a student's grade point average for undergraduate psychology course work is less than 3.0, additional course work must be taken without graduate credit until the required average is attained. Continuation in the program is conditional upon satisfactory completion of all undergraduate deficiencies.

General Requirements

All students must meet a competency requirement within the first 18 semester hours of course work. Students in clinical and industrial/organizational programs must complete 39 semester hours of graduate work. Students in the clinical professional psychology program must complete 48 semester hours of graduate work. The student's registration must be approved each semester by their advisor before registration. Students in the clinical professional psychology program must take one course in the counseling and human services program area of the College of Education.

Students must maintain a minimum 3.0 (B) grade point average. No more than two grades of C (six semester hours) may be counted toward the master's degree. For information concerning grading and academic discipline, see the general University regulations. Only courses taken within six years of admission to the graduate program are counted toward the master's degree. Students who take more than one semester to complete a course, including an independent study, thesis, or practicum, must renew registration each semester (except summer) until all work is completed.

Roosevelt accepts transfer credit for substantially equivalent graduate-level course work completed at approved universities or schools of professional psychology with approval of the program director. A maximum of nine semester hours of course work may be transferred for credit, and all transferred course work must have earned a grade of B or better.

Master of Arts (MA) in Clinical Psychology

The MA in clinical psychology offers broad-based training in assessment and psychotherapy as well as in theory and research. Optional concentrations in stress management or child and family studies are also available. The curriculum is as follows:

Concentration Sequence Groupings

Child Clinical Psychology
- Psyc 407 Intermediate Statistics
- Psyc 505 Clinical and Counseling Psychology
- Psyc 516 Psychopathology
- Psyc 520 Basic Clinical Skills (with grade of B or better)
- Psyc 530 Advanced Research Methods
- Psyc 620 Intellectual Assessment
- Psyc 625 Personality Assessment
- Psyc 635 Professional, Legal and Ethical Issues

Two core therapy courses chosen from Psyc 642, 650, 654, 655, either 512 or 641
One elective in psychology at 400, 500, or 600 level
Final Project: Choose Practicum (Psyc 698A and B) or Thesis (Psyc 690A and B)

Concentration Sequence (two courses chosen from one grouping below)

Psychology

Concentration Sequence (two courses chosen from one grouping below)

Biological Psychology
- Psyc 410 Biological Psychology I
- Psyc 436 Biological Psychology II
- Psyc 447 Healthy Psychology
- Psyc 514 Clinical Health Psychology
Stress Management
Psyc 473 ABC Relaxation Training
Psyc 447 Health Psychology
Psyc 511 Basic Relaxation Skills

Master of Arts (MA) in Clinical Professional Psychology
The MA in clinical professional psychology provides broad-based training in assessment and psychotherapy as well as theory and research. The program is fully approved by the State of Illinois and meets the academic requirements for those who wish to become licensed clinical professional counselors (LCPC). Optional concentrations in stress management or child and family studies are available. The curriculum is as follows:

Psyc 501 Professional Writing for Psychologists .......................... 3
Psyc 505 Clinical and Counseling Psychology ................................ 3
Psyc 515 Chemical Dependence ................................................. 3
Psyc 516 Psychopathology .......................................................... 3
Psyc 520 Basic Clinical Skills (with grade of B or better) ............... 3
Psyc 530 Advanced Research Methods ......................................... 3
Psyc 635 Professional, Legal, and Ethical Issues ............................ 3
Psyc 636 Human Development .................................................... 3
Psyc 644 Multicultural Psychology and Psychotherapy .................. 3
Psyc 650 Group Psychotherapy .................................................... 3
Psyc 655 Marital and Family Therapy .......................................... 3
Chs 417 Career and Lifestyle Planning ........................................ 3
Psyc 620 Intellectual Assessment or Psyc 625 Personality Assessment .... 3
Psyc 641 Cognitive and Behavioral Therapies ............................... 3
Psyc 642 Insight Psychotherapies .................................................. 3
Psyc 699 C1 Practicum .................................................................. 3
Psyc 699 C2 Practicum .................................................................. 3

Master of Arts (MA) in Industrial/Organizational Psychology
The MA in industrial/organizational psychology offers preparation in quantitative and qualitative analysis and resolution of psychological issues in the workplace. An optional specialization in stress management is available.

Psyc 407 Intermediate Statistics .................................................. 3
HRM 438 Compensation Management ......................................... 3
Psyc 444 Industrial/Organizational Psychology ............................ 3
Psyc 500 Advanced Statistics ....................................................... 3
Psyc 530 Advanced Research Methods ........................................ 3
Four psychology courses at the 660 level ................................. 12
Two courses from either the College of Business at the 400 level .... 12

Eligibility for licensure
Students who wish to meet the academic requirements for licensure as a professional counselor and clinical professional counselor in the State of Illinois should take the MA program in clinical professional psychology. Students who wish further information should contact their advisor or the Illinois Mental Health Counselors Association.

Competency requirement
The competency requirement is designed to ensure that all students seeking the master's degree demonstrate an acceptable level of mastery of general psychology. It is a prerequisite for all 600-level courses and a requirement for graduation. Students can meet the competency requirement in one of the three ways detailed below.

Grade point average
All courses that count toward meeting the competency requirement must be taken at Roosevelt University. Students must maintain a grade point average of at least 3.3 in the following courses:

CLINICAL: Psyc 407, 505, and 530.
CLINICAL PROFESSIONAL: Psyc 516, 505, and 530.
INDUSTRIAL/ORGANIZATIONAL: Psyc 407, 444, and 530.

If the student has taken either intermediate statistics or industrial/organizational psychology as an undergraduate, the student may select a substitute course with the approval of the MA graduate advisor.

Grade point average plus GRE
Students must maintain a grade point average of at least 3.0 in the courses listed above and earn a score at, at least, the 50th percentile on the psychology subject test of the Graduate Record Examination.

GRE
Students must earn a score at, at least, the 70th percentile on the psychology subject test of the Graduate Record Examination.

Ethical, professional and interpersonal competency
Because the psychology programs prepare mental health practitioners, the department is accountable to the public regarding the development of professional and ethical standards. Students will thus be evaluated on academic, professional, and interpersonal competencies. Students may be dismissed from any of the programs for problems in academic, professional, or interpersonal behavior.
Termination
The competency requirement must be met within the 18-semester limit or the student will be dropped from the program. The program director may recommend that a student consider dropping from the program if it becomes clear that successful completion of the competency requirement is unlikely. If a student is terminated from the program for failure to satisfy the competency requirement, the student must petition the faculty for reinstatement in order to continue in the program.

Terminal projects
The final requirement for graduation is the completion of a three-semester-hour terminal project, included in the 36- or 48-semester-hour requirement. The terminal project can be either a research thesis or a practicum for those in the clinical and industrial/organizational programs; the project must be a practicum for those in the clinical professional psychology program. Under special circumstances, a student in the clinical programs may petition the faculty for permission to complete a library paper as a terminal project.

For the theses and I/O practicum, the student must select a two-member faculty committee for supervision. The thesis committee chair must be a graduate faculty member. The practicum committee chair must be a graduate clinical faculty member. Adjunct faculty may serve on terminal projects only with the permission of the chair of psychology. When the terminal project is completed, including the final oral examination, a typed copy of the thesis must be submitted in a form acceptable to the dean of graduate studies and the University library.

Research thesis
The research thesis involves the design, execution, and analysis of an empirical study. A student may begin formal thesis work after meeting the competency requirement and successfully completing Psyc 407, 501, and 530. A student first develops a written research proposal in consultation with his/her committee. When completed, the proposal is defended orally before the thesis committee. If the proposal is approved, the thesis research may begin. When the study is completed and written, the thesis is defended at a final oral examination before the entire committee. A description of terminal project requirements may be found on the Roosevelt University website.

MA practicum
The practicum consists of not less than 750 hours of professionally supervised training and service in an approved agency or institution, over a period of not less than 25 weeks. Clinical and industrial/organizational students may begin a practicum only after meeting the competency requirement and completing all coursework (33 semester hours). Clinical professional psychology students may begin a practicum only after meeting the competency requirement and completing at least 13 courses (39 semester hours). These must include all courses relevant to the practicum site; for example, a practicum in chemical dependency requires completed course work in that area.

Stress certificates
The Roosevelt University Stress Institute is dedicated to promoting the scientific study of stress and providing quality training in the latest and most effective approaches to stress management. The Institute offers two certificates: Certificate in ABC Relaxation Training and Certificate in Stress Management. These are designed for practitioners in psychology, Social work, counseling, nursing, and rehabilitation. To be eligible for either of the two certificates in stress management, students must have a bachelor’s degree in psychology, counseling, or related area of human services and be admitted to the program as a graduate student. Certificate courses at the 400 and 500 level may count toward the MA or PsyD degrees.

Requirements for the Certificate in ABC Relaxation Training
Psyc 473 and Psyc 479 with grades of B or better

Requirements for the Certificate in Stress Management
Psyc 473, 474, or 511; Psyc 447; Psyc 479; and Psyc 512.
Certificate in Clinical Child and Family Studies

The Certificate in Clinical Child and Family Studies provides students enrolled in Roosevelt University’s clinically-oriented psychology graduate programs with an opportunity to gain special expertise in working with children. This certificate can be successfully incorporated into the training provided within the MA in clinical psychology, MA in clinical professional psychology, or PsyD in clinical psychology programs.

The Certificate in Clinical Child and Family Studies complements students’ general clinical training, so that upon graduation they will have an advanced understanding of normal and abnormal child development, and will be competent practitioners who can effectively assist children and families.

The knowledge that students gain in their relevant course work will be complemented by the skills they refine during practicum or internship fieldwork. Thus, certificate recipients gain direct experience working with children and families, develop greater empathy to children who experience adversity, and develop career-relevant skills.

Four courses (12 credit hours) are required to earn a Certificate in Clinical Child and Family Studies. Students pursuing this Certificate choose three electives from the following courses:

- Psyc 488 Child Social Skills Training ........................................... 3
- Psyc 636 Human Development ................................................. 3
- Psyc 654 Child and Adolescent Therapy ......................................... 3
- Psyc 655 Marital and Family Therapy ............................................... 3
- Psyc 741 Child Psychopathology ........................................................ 3

Students also complete one clinical placement that primarily focuses on psychological assessment or psychotherapy with children or families. The clinical placement requirement can be satisfied by any of the three-credit courses/training experiences listed below (the specific course which is most appropriate depends on the program in which the student is enrolled). The director of clinical training can advise students whether a particular training site provides sufficient contact with children and families to fulfill this requirement.

- Psyc 699 MA Practicum or
- Psyc 791-792 Doctoral Clinical Practicum or
- Psyc 793-794 Doctoral Clinical Practicum or
- Psyc 799 Doctoral Clinical Internship ............................................. 3

Students must have a minimum GPA of 3.3 in all of their course work described above to receive the certificate. In addition, only three credits of course work from another university may be applied towards the certificate. Additional courses may be approved by the certificate coordinator as they are offered.

Doctor of Psychology (PsyD) in Clinical Psychology

The goal of the PsyD Program at Roosevelt University is to train skilled practitioners who are able to diagnose and treat psychological problems. Our practitioner-scholar program seeks to produce clinical psychologists who demonstrate several essential core competencies, including the ability to

- accurately assess client problems by combining knowledge of psychopathology with the ability to establish rapport and work with clients of diverse backgrounds;
- conceptualize ways in which developmental processes, personality, and environment contribute to clients’ psychological health and distress;
- select, implement, and evaluate appropriate psychological interventions using a variety of theoretical perspectives and therapeutic modalities;
- recognize the influences of individual and cultural differences in assessment, case conceptualization, treatment planning and implementation;
- base their knowledge and practice on the historical and scientific traditions of psychology;
- work productively and professionally with others;
- conduct their clinical and academic work in a manner consistent with rules of ethics, standards of practice, and legal requirements.

Graduates will also have the capability to critique, design, and execute research focused on clinical problems and services and to articulate the results of their scholarship to others. Interested and qualified students, after completing a master’s degree, may teach undergraduate psychology courses under the guidance of an Instructor, Development course. Our university home also allows students to enhance their psychological training with relevant experiences from other disciplines.

Admission

Candidates for admission to the PsyD program must have either a bachelor’s or a master’s degree in psychology or a closely related field and must have completed the following courses with at least a 3.0 (B) average: General Psychology, either a Statistics or Research Methods course, and Abnormal Psychology. Deficiencies in prerequisite courses may be completed at Roosevelt University but will not count toward the PsyD degree. Students entering with a bachelor’s degree will earn a master’s degree (modified from the terminal MA offered by the Department of Psychology) during their progress through the doctoral program.

Students are admitted to the PsyD program once during the year; we do not have rolling enrollments. Applicants must submit the PsyD application form; transcripts of all undergraduate and graduate course work; verbal, quantitative, and analytical scores on the Graduate Record Examination (GRE; the Psychology subtest is not required); three letters of recommendation from academic and professional references, using the Program’s letter of recommendation form; and a personal statement. The personal statement should demonstrate a clear well-articulated understanding of the expectations and responsibilities of graduate training in clinical psychology, strong career motivation, and well-formulated career plans. An interview is required of all finalists.

Roosevelt considers each applicant on an individual basis and seeks diversity in ethnic and cultural background, education and life experience, and sexual orientation. Although GPA or test cutoffs are not strictly adhered to, a GPA of at least 3.25 for undergraduate work and average scores (>50th percentile) on each section of the GRE are typical expectations.

Applications can be requested online at http://www.roosevelt.edu/contact/default.htm.
Advising

Upon admission to the PsyD program, students must meet with the Director of the PsyD Program to develop a program completion plan covering all courses required for the doctoral degree, clinical training experiences, the comprehensive exam, and the doctoral project.

Course work and other program requirements

All students must complete a minimum of 102 semester hours of graduate study plus 3 hours of internship credit, for a total of 105 semester hours. The total credit hours include 14 or 15 required clinical courses (42 or 45 semester hours, depending on whether students complete an MA-level practicum or a thesis), 14 or 15 required nonclinical courses (42 or 45 semester hours), and 6 electives (18 semester hours). In addition to coursework, students must pass the comprehensive examination and complete two doctoral practica (supervised clinical training in the community), an internship, and a doctoral project.

The standard course load for a full-time student is at least 9 semester hours each fall and spring semester. Students must complete at least 30 semester hours of work in a 24-month period. For at least one of those 2 years the student must be at Roosevelt on a full-time basis. Thus, students must complete at least 2 consecutive semesters of full-time study before becoming eligible for the doctoral degree. Courses taken in the PsyD program more than 7 years before the semester in which the graduate degree is to be granted may not be counted toward the degree. Students who take more than 1 semester to complete an independent study, practicum, thesis, internship, or doctoral project, must renew registration each semester until all work is completed (“Y” courses).

The PsyD program may accept credit for substantially equivalent graduate-level coursework completed at approved universities or schools of professional psychology, up to 27 credits. Credit is granted only for courses in which the grade obtained was a B or higher and only if the courses were taken within 7 years prior to the beginning of the student's doctoral program. Students entering with a master's degree will meet with the Director of the PsyD Program to identify which required courses will be waived based on their previous graduate work. The doctoral project, internship, and at least two doctoral practica must be completed at Roosevelt University.

There is a maximum limit of 10 years for completion of all components of the program, including internship and the doctoral project. Students who have not completed the program by 10 years will be dismissed. Students’ progress will be evaluated at the 7-year point; if progress has not been adequate, students may be dismissed from the Program.

Required courses (and credit hours)

- Psyc 516 Psychopathology .................. 3
- Psyc 520 Basic Clinical Skills .................. 3
- Psyc 620 Intellectual Assessment ............... 3
- Psyc 625 Personality Assessment ................ 3
- Psyc 641 Cognitive and Behavioral Therapies .......... 3
- Psyc 642 Insight Psychotherapies ............... 3
- Psyc 643 Psychotherapy: Research and Practice .......... 3
- Psyc 644 Multicultural Psychology and Psychotherapy .......... 3
- Psyc 699 MA Practicum or Psyc 690 MA Thesis ............. 3
- Psyc 735 Principles of Clinical Supervision ............. 3
- Psyc 791-794 Clinical Practicum .................. minimum of 12
- Psyc 799 Clinical Internship .................... 3

Required nonclinical courses (and credit hour)

- Psyc 500 Advanced Statistics .................. 3
- Psyc 501 Professional Writing for Psychologists ........ 3
- Psyc 530 Advanced Research Methods ............. 3
- Psyc 631 Advanced Personality Theory ............. 3
- Psyc 633 Social Psychology and Group Dynamics ........ 3
- Psyc 635 Professional, Legal, and Ethical Issues ........ 3
- Psyc 636 Human Development .................. 3
- Psyc 638 History and Systems .................. 3
- Psyc 690 MA Thesis or Psyc 699 MA Practicum ............. 3
- Psyc 710 Biopsychology ...................... 3
- Psyc 712 Psychopharmacology .................. 3
- Psyc 716 Applied Learning and Cognitive Processes ........ 3
- Psyc 730 Applied Research Methods ............. 3
- Psyc 789 Doctoral Project Seminar ............. 3
- Psyc 790 Doctoral Project .................... 3
- Psyc 799 Clinical Internship .................... 3

Students must maintain continuing registration for 690, 699, 790, 791-794, and 799 using the “Y” code (e.g., 699Y), for zero credits each Y course, each fall and spring semester until the practicum, thesis, internship, or doctoral project is completed.

Elective courses

- Psyc 407 Intermediate Statistics .................. 3
- Psyc 446 Pseudoscience and the Paranormal ........... 3
- Psyc 447 Health Psychology .................... 3
- Psyc 473 Relaxation and Meditation .............. 1
- Psyc 479 Advanced Relaxation .................. 3
- Psyc 505 Clinical and Counseling Psychology .......... 3
- Psyc 514 Behavioral Medicine .................. 3
- Psyc 515 Chemical Dependence .................. 3
- Psyc 634 Community Psychology ................ 3
- Psyc 650 Group Psychotherapy .................. 3
- Psyc 651 Psychodrama and Role Playing ............ 3
- Psyc 652 Psychotherapy of Women ............. 3
- Psyc 653 Brief Psychotherapies ............. 3
- Psyc 654 Child and Adolescent Psychotherapy .......... 3
- Psyc 655 Couples and Family Psychotherapy .......... 3
- Psyc 660 Employment Testing .................. 3
- Psyc 662 Organizational Behavior and Practice .......... 3
- Psyc 664 Job Analysis and Performance Management .......... 3
- Psyc 668 Organizational Assessment and Development .......... 3

The scholarship component of the Program's practitioner-scholar model is addressed by several courses, including coursework, the optional thesis, the Comprehensive Examination, and the doctoral project. Students may further their scholarship skills by participating in faculty or independent research (which often involves posters, presentations, and publications), by presentations at their training sites, or by teaching. Students who have completed the requirements for the master’s degree are eligible to teach undergraduate courses in psychology once they have taken the Instructor Development Seminar (or if they are taking it concurrently with their first teaching experience). Students are paid for their teaching and, after having taught for a specified period, obtain reductions in coursework costs for each course they teach.

Other electives may be available (see the online course schedule).

Clinical practicum

Applied clinical experience, which includes practica and the internship, is a cornerstone of the PsyD program. Students entering with a bachelor's degree have the option of completing an introductory practicum or a thesis prior to beginning their doctoral practicum. Students may begin their introductory practicum after they have completed eight courses (24 semester hours). These courses must include Psychopathology, Basic Clinical Skills, Professional Writing, either Cognitive and Behavioral Therapies or Insight Psychotherapy, and either Intellectual or Personality Assessment. Students register for and attend the MA Practicum Seminar (for 3 credits) during their introductory practicum.

Following completion of the introductory practicum or thesis, students must complete at least two doctoral practica. During their practica, students typically spend 16-24 hours per week at their clinical training site and attend a weekly doctoral practicum seminar. Each practicum seminar is 3 credit hours per semester, for 2 semesters each practicum (plus 0 credits for Y registration for practica that continue into the summer). Most practicum site placements are for 9 to 12 months, for approximately 20 hours per week. The focus of training depends on the student's needs, interests, and experience. Students with little clinical experience (e.g., those who have elected to complete a thesis and who have had no other clinical experience) or who have problems in training may be counseled to take a third practicum. Students may also take a third practicum for specialized training experiences (e.g., those who have elected to complete a thesis and who have had no other clinical experience) or who have problems in training may be counseled to take a third practicum. Students may also take a third practicum for specialized training experiences and to increase their competitiveness for internship placement. The third practicum credits may be used to fulfill elective requirements.

Students may transfer up to 2 semesters of clinical practicum credit from other doctoral programs. Although students may receive elective credit hours for practicum (or “externship”) experiences they have taken as part of a master’s degree, they must still take four semesters of clinical practicum seminars at the doctoral level. The PsyD student handbook and the clinical training manual have more details on requirements for practica and internship. Note that because the selection process for practicum placements begins early, students should begin preparation for an introductory or doctoral practicum a year before their anticipated start.


Comprehensive examination

The comprehensive examination provides an opportunity for students to review and integrate their knowledge of the theory, research, and practice of clinical psychology. The examination is taken after students have completed at least 72 semester hours of coursework, including one doctoral practicum. If a student does not pass the examination, he or she may retake it once. If the student is unable to pass it the second time, the student will be dismissed from the program. See the current Comprehensive Examination Manual for details.

Internship

All students must complete a 1-year, full-time internship approved by the Director of Training. To be eligible to apply for internships, students must have defended their doctoral project proposal by October 1. To be eligible to begin an internship, students must have finished all course work, theses (when applicable) and practica and must have passed the comprehensive examination.

All internships will be evaluated according to the criteria for American Psychological Association (APA) accredited internship training, and APA-accredited internship programs will be given highest priority. APPIC member sites will be given next highest priority. Sites with no affiliation or accreditation are strongly discouraged due to potential licensure problems in certain states.

Obtaining an internship is a competitive national process, involving an electronic matching system. Students typically need to look outside of large metropolitan areas to increase the likelihood of obtaining an internship. The Director of Training will provide guidance throughout this process.

Scholarship

The scholarship component of the Program’s practitioner-scholar model is addressed by several courses, including coursework, the optional thesis, the Comprehensive Examination, and the doctoral project. Students may further their scholarship skills by participating in faculty or independent research (which often involves posters, presentations, and publications), by presentations at their training sites, or by teaching. Students who have completed the requirements for the master’s degree are eligible to teach undergraduate courses in psychology once they have taken the Instructor Development Seminar (or if they are taking it concurrently with their first teaching experience). Students are paid for their teaching and, after having taught for a specified period, obtain reductions in coursework costs for each course they teach.

Doctoral project

Students develop and enhance scholarly skills pertinent to the practice of clinical psychology by completing a doctoral project. In the doctoral project, students demonstrate their ability to assess and integrate the research literature on the management and conceptualization of clinical issues. There are five types of projects: a traditional empirical study, a case study, a review of the literature on a selected topic, applied program research such as grant proposals, and treatment and program evaluations. Three courses help prepare students for the doctoral
project: Psyc 530 Advanced Research Methods, Psyc 730 Applied Research Methods, and Psyc 789 Doctoral Project Seminar. Students may begin informal work on their doctoral project at any time and are expected to begin such work by the start of their third year in the program, at the latest. At the end of the doctoral project seminar, students must have completed a doctoral project proposal and selected three graduate faculty members who agree to constitute their doctoral project committee.

The doctoral project is to be conducted under the guidance of this three-person doctoral committee, which is also charged with conducting the final oral defense of the project and determining when the project is acceptable. At least two members of the committee, including the committee chair, must be full-time or half-time members of the Roosevelt University Department of Psychology faculty. The committee chair serves as the project director. One committee member may be from another program, an adjunct faculty member, or a psychologist supervising work at a practicum placement. See the current PsyD Student Manual for details on the doctoral project.

As noted above, students must have successfully defended their doctoral project proposal by October 1 before they are eligible to apply for internship.

Academic standards
PsyD students must maintain a 3.25 cumulative grade-point average. Students with more than one grade of C will be placed on probation and become ineligible for graduation. Students have one semester (at least 6 semester hours) to regain good academic standing. If they do not regain good academic standing within that time, they will be dismissed from the Program. Students who have grades of D or F in more than one course during any one semester or in two consecutive semesters will be dismissed without first being placed on probation.

Students who earn a C or lower in any course are expected to retake the course. Some practicum placements and internships will exclude from consideration any student with a grade lower than a B.

See the current PsyD Student Manual for more detailed information on requirements, policies, and procedures.

Student Evaluations
The PsyD program at Roosevelt University is accountable to the profession and the public for the development of the professional standards of its future practitioners. Thus the successful completion of the program entails development of academic knowledge and skills, professional skills, and interpersonal competencies necessary to function as an effective practitioner. Professional and interpersonal competencies include, but are not limited to, the ability to cultivate and maintain productive and respectful relationships across academic and clinical settings; the ability to respond productively to feedback and change problematic behavior that interferes or has the potential to interfere with one's ability to function as a student and trainee; and the ability to act in an ethical manner following cultural and professional standards.

The faculty will provide feedback on students' academic and professional development throughout the program. Students will be formally evaluated each year; students may be evaluated more frequently when concerns arise. Students are evaluated via a collaborative process that involves faculty, mentors, and clinical training supervisors. Failure to meet the above standards may result in specific remediation requirements or dismissal from the program. Failure of a practicum or internship is also grounds for dismissal from the program.

Practice of psychology by graduate students
PsyD students who render psychological services (other than practicum-related services) must report their activities to the Director of the PsyD Program. If this activity is not within the student's competence and under professional supervision, as determined by the Director, the student will be asked to desist. Failure to comply with this regulation will be grounds for immediate termination from the psychology doctoral program.

APA Accreditation Information
Roosevelt University’s PsyD Program in Clinical Psychology is accredited by the American Psychological Association. The Committee on Accreditation of the APA can be reached at 202-336-5979, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242.

Public Administration
The graduate program leading to the Master of Public Administration (MPA) prepares experienced and aspiring administrators to be leaders in government, criminal justice, health, environmental, and nonprofit organizations. The curriculum consists of core management and analysis courses and specialized courses in the student's concentration or field of interest. Concentrations are offered in health services, government management, and nonprofit management.

Roosevelt’s Chicago Campus is ideally located for aspiring MPs. Government is the largest single employer in the metropolitan area; there are three federal environmental agencies and hundreds of local environmental agencies; several health care organizations are among the top 25 area employers; and the nonprofit sector is growing more rapidly than any other.

The public administration program draws from — and gives back to — this rich practice laboratory by continually connecting theory with practical application and by involving students in real administrative problems and their solutions. Faculty are primarily teachers, but they are also researchers, consultants, and practicing professionals. Courses are offered in the evenings and weekends to accommodate students who are employed full-time.
Master of Public Administration (MPA)

Admission

Applicants with an undergraduate grade point average of 3.0 or higher are admitted based upon previous academic performance and evaluation of a one- to two-page essay on an assigned topic. Applicants with an undergraduate grade point average below 3.0 will be considered on the basis of the above plus additional supporting materials. These applicants should submit a history of their work and community experience and two letters of reference. They may also submit aptitude test scores such as the GRE or the GMAT. Information regarding admission may be obtained from the Office of Graduate Admission or the department office. In certain instances, applicants may be admitted on a probationary basis with special restrictions.

Requirements

To earn the MPA degree, students must complete 36 or 39 semester hours of course work depending on students’ previous administrative experience. The field internship is required of all students without management experience and all students who are changing career fields; experienced administrators may have this requirement waived. Course work must be completed with a GPA of 3.0 or higher. Students electing the thesis option must have a GPA of 3.7. Students who do not maintain a 3.0 GPA, students who receive more than two grades of C, and students who have one course grade of D or F are subject to dismissal from the program.

Students may elect to concentrate in health services management, government management, or nonprofit management. Concentration courses must be selected in consultation with an advisor. Course work must be completed with a GPA of 3.0 or higher. Students electing the thesis option must have a GPA of 3.7. Students who do not maintain a 3.0 GPA, students who receive more than two grades of C, and students who have one course grade of D or F are subject to dismissal from the program.

Core Course Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Padm 400</td>
<td>Public Service in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Padm 401</td>
<td>Management Practices for the Public Service</td>
<td>3</td>
</tr>
<tr>
<td>Padm 403</td>
<td>Quantitative Methods and Tools for Public Administrators</td>
<td>3</td>
</tr>
<tr>
<td>Padm 404</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Padm 405</td>
<td>Public Budgeting and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>Padm 406</td>
<td>Research &amp; Evaluation Methods for Public &amp; Nonprofit Managers</td>
<td>3</td>
</tr>
<tr>
<td>Padm 498</td>
<td>Field Internship (may be waived)</td>
<td>3</td>
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<tr>
<td>Padm 497/490</td>
<td>Capstone or Thesis</td>
<td>3/3</td>
</tr>
<tr>
<td>Padm 422</td>
<td>Nonprofit Management Courses</td>
<td>1-3</td>
</tr>
<tr>
<td>Padm 423/424</td>
<td>Nonprofit Management Courses</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Three courses in an area of concentration are required. A student choosing the thesis option must take only one elective course. A student who has not completed an internship, thesis, or other final project must maintain continuous registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for internship, or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

Concentrations

All students are required to declare a concentration upon entering the program. A concentration comprises a minimum of three courses in the subject area approved by the graduate advisor. Certain courses offered outside of the program may be applied toward fulfillment of a concentration with approval of the graduate advisor. A student’s declared concentration should directly relate to the student's immediate and long-range career plans. Students should consult with the program’s graduate advisor before declaring their concentration.

Health Services Management

In this concentration students take courses in management issues of health funding access, differentiated needs of various user populations, role of interest groups, administration of health services to senior citizens, policy implementation, and ethical implications of healthcare policy.

Government Management

Government management concentration is for students who are seeking to begin or further their careers as government administrators. Students in this concentration may emphasize government management, local government policy and politics, or criminal justice.

Nonprofit Management

This concentration is designed for practicing and aspiring administrators of nonprofit organizations. Students who have been awarded the Certificate in Nonprofit Management may continue to fulfill the MPA requirements. They will need one more course in the nonprofit concentration, the required courses, elective courses, an internship (for students not already working in the field) and the capstone.

Certificate programs

In addition to the MPA degree, public administration also offers three non-degree certificate programs. The Certificate in Nonprofit Management is a three-course sequence (Padm 421, 422, or 423 and 424) for those who wish to develop or strengthen their management and resource development skills. The Certificate in Health Services Management is designed to serve the needs of health care professionals who already have a bachelor’s or master’s degree or advanced medical degree and who seek training in the management of health services. Four courses are required for the certificate: Padm 401, 451, and two other health electives. The Geographic Information Systems Certificate requires five courses: Padm 435, 416, 496, and two selected from the list of approved courses as approved by an advisor. See the GIS website for full details (www.roosevelt.edu/cas/bcps/gis-cert.htm). Courses are offered each semester in these programs. To gain admission into the certificate programs, participants must be admitted to the university through the regular admission process.
Combined MPA/JD Program

Roosevelt University and The John Marshall Law School together offer a combined degree program in public administration and law. Students may complete both degrees in four years rather than the five years normally required for full-time students to complete both degrees separately. In order to be eligible for this program and to complete it within four years, students must be accepted to Roosevelt University’s MPA program and John Marshall Law School’s JD programs separately. Once accepted, they must complete all required first-year law courses prior to taking any graduate-level public administration courses.

Students may cross-credit nine credit hours of Roosevelt University public administration graduate courses towards completing law elective courses from among an approved list, which includes Padm 375, Padm 412, Padm 413, Padm 422, Padm 424, Padm 425, Padm 451, Padm 453, Padm 456, Padm 459, Padm 461, Padm 463, Padm 465, Padm 468, Padm 475, and Padm 495.


Students must not take a course at one institution if they have taken a course of a similar content at the other institution. If students fail to finish the requirements of one part of the combined program, they may continue to pursue the other part of the combined program as a separate degree, although none of the cross-credited courses will be counted towards completion of that program unless they were taken at that institution.

Sociology

The graduate program leading to the Sociology Master of Arts is based at Roosevelt University’s Chicago campus (with only few exceptions).

1. Applicants with an undergraduate GPA of 2.7 or higher admitted based upon previous academic performance
2. Evaluation of a one page admission essay explaining the student’s desire to pursue graduate work in Sociology.
3. Applicants also should have completed four undergraduate Sociology classes with a GPA of 3.25 or higher.

Important: Applicants not meeting the above requirements will be considered for admission if applicants submit a detailed work history, record of community activism, letters of reference, or with approval of the graduate advisor. In certain instances, applicants may be admitted on a probationary basis with special restrictions.

Requirements

To earn the MA in Sociology, students may choose to complete 36 semester hours of coursework, including six semester hours of Thesis (Soc 490) or Experiential Research & Learning (Soc 491); or 36 semester hours of coursework including three semester hours of Research & Writing (Soc 492). For students in both tracks, there are four courses required. Each must be taken the first time it is offered after the student has been admitted to the program. Students electing the thesis or experiential research and learning option must have a GPA of 3.5 after 27 credit hours. Coursework must be completed with a GPA of 3.0 or higher and include a MA paper, thesis, or experiential research & learning project. Students should consult with the graduate advisor before deciding on an option.

Up to six semester hours of transfer credit may be counted upon approval by the Sociology faculty, providing these credits are in compliance with University requirements. With approval from the Sociology faculty, up to six semester hours in related disciplines may be included.

All students must complete an oral examination or defense of their work in Soc 490, Soc 491, or Soc 492. Upon completion of written work, students schedule an oral defense with faculty committee (faculty chair and second reader). A final grade for project will not be submitted until student presents oral defense of work. The oral defense must be completed in timely fashion to meet university deadlines for graduation.

Thesis and Experiential Research & Learning Option

Students selecting this option have two choices, a research based thesis or an experiential research and learning project. In both cases, students must submit a written proposal, including a proposed bibliography, list of research questions, and methodology statement or description of experiential learning project. Both the proposal and the completed thesis or project must be approved by a committee of two faculty members. The chair of the committee must hold full-time appointment in Sociology.

Sociology

Admission

The coursework for the MA is Sociology is based at Roosevelt University’s Chicago campus (with only few exceptions).

1. Applicants with an undergraduate GPA of 2.7 or higher admitted based upon previous academic performance
2. Evaluation of a one page admission essay explaining the student’s desire to pursue graduate work in Sociology.
3. Applicants also should have completed four undergraduate Sociology classes with a GPA of 3.25 or higher.

Important: Applicants not meeting the above requirements will be considered for admission if applicants submit a detailed work history, record of community activism, letters of reference, or with approval of the graduate advisor. In certain instances, applicants may be admitted on a probationary basis with special restrictions.

Requirements

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Soc 401 Pro-Seminar: Individuals, Institutions and Power .......... 3
Soc 406 Seminar in Social Theory .............................................. 3
Soc 480 Seminar in Theory and Method ...................................... 3
or Soc 405 Quantitative Methods
Padm 403 Quantitative Methods .............................................. 3
or Soc 408 Qualitative Methods .............................................. 3
Six electives approved by graduate advisor ............................... 18
Soc 490 Thesis ........................................................................... 6
or Soc 491 Experiential Research & Learning ............................. 6

Research and Writing Option

Students must submit a written MA paper proposal, including a proposed bibliography. Both
the proposal and the completed project must be approved by a committee of two faculty
members. The chair of the committee must hold full-time appointment in Sociology.

Soc 401 Pro-Seminar: Individuals, Institutions and Power .......... 3
Soc 406 Seminar in Social Theory .............................................. 3
Soc 480 Seminar in Theory and Method ...................................... 3
or Soc 405 Quantitative Methods
Padm 403 Quantitative Methods .............................................. 3
or Soc 408 Qualitative Methods .............................................. 3
Seven electives approved by the graduate advisor ..................... 21
Soc 492 Research & Writing ..................................................... 3

Five-Year Sociology BA/MA

The Sociology faculty at Roosevelt offers an accelerated five-year BA and MA program to
eligible students. Students entering this program can earn both a bachelor's and master's de-
gree in Sociology in less time than earning these degrees separately would require. Students
are accepted into the master's degree program during their junior year, begin enrolling in
graduate courses in their senior and complete the requirements in the fifth year. As under-
graduates, eligible students may earn between 6-9 credit hours (taking 2-3 graduate level
courses), which are applied toward both the undergraduate degree, as well as the graduate
degree. Graduate courses taken during the student's senior year will depend on the courses
the student has remaining to complete his/her undergraduate degree in Sociology, although
only one of these courses can be a core requirement for the MA degree.

Students enrolling in this program benefit from paying undergraduate tuition for courses
that will count toward both their undergraduate and graduate coursework. Students also
jump start their progress toward completing a MA in Sociology.

Admission Requirements

The applicant must be a Sociology major at Roosevelt University. To be eligible for student
applicant must have an overall GPA of 2.7 and a 3.25 GPA (or better GPA) in Sociology in
a minimum of 4 Sociology courses taken at time of application, and completion of core
requirements for the Sociology BA. Accepted students must also agree to finish MA program
at Roosevelt and maintain good standing in master’s level courses.

Degree Awards

The BA is awarded when all undergraduate requirements are completed (with substitution
of three graduate level courses for three undergraduate departmental electives). The MA is
awarded when all graduate requirements are completed, including the thesis/experiential
research and learning option or master's paper option.

Application Deadlines

Fall Term ................................................................. August 15th
Spring Term ............................................................. December 1st

Spanish

Spanish is a world language, spoken by a population that is geographically, ethnically, and
Socially diverse. It is also the second most spoken language in the United States. In addition,
knowledge of Spanish is now indispensable in the professional world. Hispanic culture has
had a major impact on world literature in the twentieth and twenty-first centuries, as have
Hispanic film, music, visual arts, and political thought. The critical and creative skills that
a student will acquire in the course of their Masters studies at Roosevelt University will
introduce them to the rich cultural legacies of the Iberian and American worlds and will help
them appreciate and navigate today’s transnational economies and cultures.

The Master of Arts degree in Spanish is designed to fulfill the needs of students who wish to
pursue advanced or graduate work in Hispanic culture and literature for intellectual growth
and scholarly and professional activities, to prepare teachers of Spanish in elementary and
secondary schools, to provide advanced study to those currently teaching, and to accommo-
date students in other academic and professional fields who require proficiency in Spanish.

The Master of Arts degree in Spanish offers courses in the following areas:

- Language

Courses are offered in advanced grammar and composition, and linguistics. These courses
are designed to prepare the student who plans to teach or use Spanish and who works in
bilingual and bicultural programs and settings. In addition, these classes will offer insight
into the relationship between language, culture, and society.

- Literature and Criticism

Comprehensive courses are offered in literary movements and periods, as well as intensive
courses dealing with writers and genres. Courses are designed to increase students’ analytical
and critical interpretation of literature and to provide the necessary background in literary
history and theory so that students will be able to develop ideas and express these ideas in a
clear, organized, and critically creative manner.

- Culture and History of Ideas

These interdisciplinary courses survey the intellectual history of Latin America. In addition,
courses are offered that analyze, compare, and contrast components of Latin American
culture with North American and European intellectual traditions.
Professional Courses
These courses are designed for the professional who requires a specialized Spanish for business, health sciences, hospitality, and other fields.

Master of Arts (MA) in Spanish

Admission
To apply for admission to the Masters Program, students must submit the following: (1) evidence of language proficiency in Spanish by having completed a minimum of 3 courses at the 300 level or equivalent or by approval of a faculty member in Spanish, (2) a transcript that reflects a 3.0 GPA in Spanish and a 2.5 GPA overall or permission of Spanish faculty, (3) two letters of recommendation from professors or supervisors, (4) a statement of purpose describing the reasons for pursuing an advanced degree in Spanish.

Students may apply for scholarships and financial aid. Contact the "Office of Admission" and the "Office of Financial Aid" for applications.

Requirements
To earn the MA in Spanish, students must complete 10 courses (30 semester hours) of graduate work with a cumulative grade point average of 3.0 or higher. All of the courses must be at the 400 level; all courses must be approved by the graduate advisor. Not more than six semester hours of credit will be accepted for transfer, and these credits must comply with University regulations and be approved by the program.

All students must pass a comprehensive written and oral examination based on material covered in their graduate courses. The exam will be administered after the completion of 30 semester hours. Students must write a master's paper, approved by the program in advance. Students must complete course work and pass the comprehensive exam before writing the master's paper.

Women's and Gender Studies

The MA program in women's and gender studies emphasizes an interdisciplinary approach designed to give students a foundation for understanding historical and contemporary issues concerning women, gender, and sexuality. In core and cross-listed courses, students gain a wide-ranging understanding of the diversity of women's experiences, gender roles, and the social constructions of gender and sexuality. The program stresses an intersectional approach, in which students gain the ability to analyze gender and sexuality in relation to race, ethnicity, class, culture, nation, and other factors that shape experience and identity. Students develop knowledge of feminist theories and methods through an investigation of the issues, questions, and tasks deemed central to the expanding field of women's and gender studies.

Students customize their course of study by combining a range of course offerings, internship opportunities and final requirement options with their own scholarly interests, activist pursuits and future aspirations. To complement classroom learning, the program stresses participation in professional development and co-curricular activities on and off campus.

A master's degree in Women's and Gender Studies prepares students to become leaders in a variety of fields, from education and the arts to public policy and Social service. The program serves students with a range of professional and/or personal goals. Alumni from our program have gone on to law school and doctoral level studies in women's and gender studies and other disciplines. Significant numbers of students establish careers in non-profit service and administration, Social services, and teaching. Most of our graduates apply their degrees in individual community service, political action, and everyday life.

Master of Arts (MA) in Women's and Gender Studies

Admission
Applicants must hold a bachelor's degree and submit the University graduate application, a statement of purpose, writing sample, two letters of recommendation, and a list of completed WGS-related courses. Students with little or no academic background in WGS may be required to enroll in undergraduate WGS coursework at Roosevelt as a pre-requisite for graduate study. Students admitted to the graduate program should contact the women's and gender studies faculty advisor to plan their course of study.

Requirements
To earn an MA in women's and gender studies, students may choose to complete 33 semester hours, including Wgs 497, which may be an academic or activist project; or they may complete 30 semester hours, including a thesis-writing course, Wgs 490. Students consult with the women's and gender studies faculty advisor at the end of their first year to select the appropriate option. With either option, students complete two required core courses, Wgs 402 and Wgs 404. In all course work, only grades of A or B count toward the degree. Students receiving more than two grades of C or lower will be unable to continue. All electives must be cross-listed or approved by the women's and gender studies faculty advisor. Up to six semester hours of credit may be transferred on approval by the women's and gender studies faculty advisor. Providing these credits are in compliance with University requirements.

Final Project Option
Students must complete a total of 33 semester hours of graduate credit in approved courses. Wgs 402 should be taken the first time it is offered after the student is admitted to the program. Wgs 404 may be taken repeatedly, as long as the topic differs. The final project, Wgs 497, consists of the completion of a substantial research project that may be based on traditional academic research or take an activist project as its basis. This directed study provides the opportunity for independent, advanced research in an area of the student's interests, in accordance with programmatic requirements and with committee approval.

Wgs 402 Introduction to Women's and Gender Studies ................. 3
Wgs 404 Topics in Feminist Theories ....................................... 3
Eight electives in women's and gender studies .......................... 24
Wgs 497 WGS Master's Final Project ................................. 3
Thesis Option
Students must complete a total of 30 semester hours of graduate credit in approved courses. Wgs 402 should be taken the first time it is offered after the student is admitted to the program. Wgs 404 may be taken repeatedly, as long as the topic differs. The thesis option, Wgs 490, is designed for the student who wishes to pursue doctoral study and/or the production of a paper for submission to a scholarly journal for publication. Students interested in the thesis option must demonstrate through their course work the ability to complete successfully a project of thesis scope. They must also submit an extensive written proposal for the thesis, with the proposed bibliography, which must be approved by a committee of two faculty members and the women's and gender studies program coordinator.

- Wgs 402 Introduction to Women's and Gender Studies ............... 3
- Wgs 404 Topics in Feminist Theories ................................ 3
- Seven electives in women's and gender studies ....................... 21
- Wgs 490 Thesis ................................................. 3

A student who has not completed a thesis or final project must maintain continued registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by "Y"). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

Graduate Certificate in Women's and Gender Studies
The graduate certificate is designed for students who wish to supplement their scholarly training with a specialization in the interdisciplinary field of women's and gender studies. Women's and gender studies research, theories, and methodologies have had an impact on every field of academic study. A certificate will enable students to develop expertise in the foundations of women's and gender studies while adding interdisciplinary breadth to their academic pursuits. It will also provide them with a professional credential to complement other training. Because the program is interdisciplinary and because students bring their own interests and goals, each certificate program is individualized. The graduate certificate program is open to both post-baccalaureate and degree-seeking graduate students. The certificate requires completion of 12 semester hours in approved graduate-level women's and gender studies courses with a grade of A or B. Students complete two required core courses, Wgs 402 and Wgs 404. In addition, students complete two electives, which may be fulfilled by any combination of the following: additional Wgs 404 course(s), Wgs 495, Wgs 497, Wgs 499, cross-listed 400-level courses. Cross-listed courses may be from programs outside of the one in which the student is pursuing a graduate degree. They may also be cross-listed courses from the student's home discipline that are simultaneously used to complete the student's MA degree in that field. Certificate students are not eligible for Wgs 490. To enroll, students must submit the graduate certificate application available from Admission or the Women's and Gender Studies faculty advisor.

Electives
Students should check regularly with the women's and gender studies faculty advisor about the status of approved courses. The following courses are currently approved as electives in the women's and gender studies MA program.

- Econ 408 Women and the Economy
- Eng 409 Studies in Film and Gender
- Eng 410 Early Modern Women Writers/Early Modern Gender Issues
- Eng 413 Staging Witchcraft Plays
- Eng 419 Crime, Gender, and Victorian Literature
- Eng 423 Studies in 19th-Century Women's Fiction, Poetry, or Drama
- Eng 424, 427, 429, 446, 458 Studies in 20th-Century Women's Fiction, Poetry, or Drama
- Eng 430 Postcolonial Literature/Gender, Nation, Novel
- Eng 439 Sexuality and Literature
- Eng 441 Gay and Lesbian Literature
- Eng 441 Gender and the Artist in American Fiction
- Eng 466 Language and Gender
- Eng 492 Women's Autobiography
- Hist 426 Women and the South
- Hist 426 Gender Roles in the US since 1890
- Hist 426 Gender and Labor
- Hist 427 Working Men & Working Women
- Hist 437 History of Reform Movements in the US
- Hist 472 History of American Family Life
- Hist 483 History and Politics of Women in the US
- Hist/Pos 489 Women in US Politics and Elections
- Pos 412 The Politics of Lesbian and Gay Communities in the US
- Pos 427 Sexuality, Gender, and International Human Rights
- Pos 441 Gender, Law, and Politics
- Pos 467 Social Movements
- Psyc 445 Psychology of Women
- Soc 427 Race and Ethnic Relations
- Soc 440 Gender and Society
- Soc 440 Sex, Gender, and the Social Order
- Soc 453 Health, Illness, and Medicine in American Society
- Soc 481 Gender, Power, and the Body
- Wgs 404 Ecofeminism
- Wgs 404 Feminist Theories of the Body
- Wgs 404 Feminist Theories of Identity Politics
- Wgs 404 Feminist Theories of Performance
- Wgs 404 Feminist Theories of Popular Culture
- Wgs 404 Feminist Theories of Space and Place
- Wgs 404 Feminist Theories of Violence
- Wgs 404 Lesbian Theories
- Wgs 404 Topics in Feminist Theories
- Wgs 407 Women in Art
- Wgs 495 Independent Study
- Wgs 499 Women's and Gender Studies Internship
Walter E. Heller and Alyce DeCosta

Over his lifetime, Walter E. Heller developed the skills and expertise to create a world-known organization. As a young man he was given the responsibility to oversee his father’s successful sausage casing business. Being a resourceful and meticulous entrepreneur, Walter expanded to jewelry and then automobile financing. As his prosperity grew, so did his vision. Whatever the business at hand, Heller pursued it with vigor. He was the first to arrive on the job in the morning and the last to leave at night. During the 1930s, Heller expanded into the rediscount business and then factoring. Walter Heller’s firm became the preeminent asset-based commercial lender and factor from the 1940s through the 1960s. Heller’s firm was the Cadillac of its industry, loaning money to flamboyant and high profile Hollywood movie studios, including United Artists Corporation. In 1956, Heller’s stock began trading over the New York Stock Exchange. Through its growth, the firm acquired companies, divested companies, and expanded overseas. Business Week magazine summarized Heller’s reach in a 1958 article stating the company “served as a funnel through which 1,800 stockholders, 76 banks, and 10 insurance companies extended credit to some 500 manufacturing distributors, small-loan, and auto-finance companies.”

In 1969, Walter E. Heller died at the age of 78. With the generous support of his widow, Alyce DeCosta, and the Walter E. Heller Foundation, a gift of $2 million enabled Roosevelt University to construct a 10-story classroom, laboratory, and library facility. Alyce DeCosta established the Walter E. Heller Lecture Series in International Business and Finance and served as a member of the Board of Trustees. She died in 2004 at the age of 98. The College proudly carries the name of Walter E. Heller College of Business Administration for Roosevelt University.

Mission

The mission of the Walter E. Heller College of Business Administration (WEHCA) is to give students a career-oriented business education that emphasizes personal and professional integrity and stresses social responsibility in business. At the undergraduate level, the educational focus is on the acquisition of basic competencies in communications, computers, quantitative analysis, critical and creative thinking, and breadth of business knowledge. At the graduate level, the emphasis is on the integration of basic competencies with specialized education to create expertise in one of the functional areas of business. For both undergraduate and graduate students, the recurring themes of integrity and Social responsibility are interwoven into the curricula, thus reflecting the progressive principles exemplified in the lives of the University’s namesakes, Franklin and Eleanor Roosevelt.
Accreditation

All programs of the University are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition, the business degree programs offered through the Walter E. Heller College of Business Administration are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The Master of Science in Real Estate program is in the midst of its ACBSP review, a mandatory process prior to accreditation.

Degree programs

WEHCBA offers six graduate business degrees. The Master of Business Administration is a general management degree with a chosen area of specialization. The College also offers five specialized master of science degrees: Master of Science in Accounting, Master of Science in Human Resource Management, Master of Science in Information Systems, Master of Science in International Business, and Master of Science in Real Estate.

Graduate business certificates

For students holding a graduate business degree, such as the MBA, the College offers four five-course certificate programs: fraud examination, information systems, real estate development, and strategic management.

Location and scheduling

Each degree and certificate program is available at both the Chicago campus and the Schaumburg campus. Badm 401 is offered online only and the other eight core courses for the MBA are offered at both campuses each semester (fall, spring, and summer). Concentration courses and specialty courses are offered on a regular basis, but not each semester. Graduate business classes are offered in the evening and on weekends. Most students work full-time during the day and attend classes part-time in the evening/weekend. Full-time students take all classes in the evening and on weekends.

Admission to graduate business programs

Admission to the graduate business programs depends on previous academic achievement and work experience. The criteria for applicants with a bachelor's degree from a United States regionally accredited college or university depend on the undergraduate grade point average.

- Applicants with a grade point average of 2.85 or higher on a 4.0 scale, or a graduate degree in any discipline, are granted direct admission.
- Applicants with a grade point average of 2.8 to 3.24 must submit a detailed work history and a professional goal statement and/or the results of the Graduate Management Admission Test (GMAT). An admission decision is made after a review of these documents.
- Applicants with a grade point average below 2.8 must submit a detailed work history, a professional goal statement, and a GMAT score. An admission decision is made after a review of these documents.

Academic performance

Each graduate student is expected, at all times, to maintain a minimum grade point average of 3.0 (B). All courses required for the degree must be completed with a grade point average of 3.0 (B) or higher. Students need to monitor their academic standing at the end of each semester or term. If, at any time, the cumulative GPA is below 3.0, the student is placed on academic probation. This is a serious matter as the student must raise the GPA back to 3.0 within the next 6 s.h. of enrollment or be suspended and not allowed to take further classes.

No more than six semester hours of C may be counted in the total credits accepted for the master's degree. Each grade of C must be offset by a grade of A in order to maintain a 3.0 (B) average. Although a grade of C is acceptable, it indicates work below the level expected of students. Students are urged to repeat courses with grades of C.

If placed on probation, the student should immediately consult the appropriate program director to develop a strategy to regain good standing. The next semester's course selection may need to be changed. The most effective manner is repeating the problem course(s) as soon as is possible. When repeated, only the highest grade is used to compute the GPA, although the grade of C is acceptable, it indicates work below the level expected of graduate students. Students are urged to repeat courses with grades of C.

The most frequent cause of poor academic performance is an overload of coursework. Graduate school is a substantial time commitment. Each student must plan to allow sufficient time to study; complete assignments; meet with teams and still allow for family, work, and other commitments.

Roosevelt's ELP Test, the Test of English as a Foreign Language (TOEFL), and the Test of Written English (TWE). The admission decision is based on a weighted combination of these measures of ability and aptitude. This applies to both U.S. and international students. Probationary and at-large students are not admitted to WEHCBA graduate programs.

Graduate assistantships

The College has a limited number of graduate assistantships available to full-time students each year. The assistantships provide a cash stipend and up to 18 semester hours of tuition. The duties of a graduate assistant may include research, advising, or other academic projects. Applications are available from the WEHCBA office at either campus.
Full-time Graduate Students

All WEHCBA graduate programs welcome both part-time and full-time students. Graduate classes are offered in evenings and on weekends. This leaves the day-time hours available for study, part-time work, and internships. The normal full-time load for a graduate student is 9 s.h. (3 courses) plus Badm 401 (in the first semester). Scheduling conflicts usually make taking four or more classes either impossible or require travel to the other campus. Prerequisites are not waived to accommodate scheduling difficulties or to accelerate graduation.

Time commitment

The study of business at the graduate level requires a substantial time commitment over an extended period. Each student is expected to attend class on a regular basis and to arrive on time. It is impossible to predict the amount of out-of-class time required to successfully complete a particular course. Variables include a student’s academic background and ability and the nature of the course. The workload often varies from week to week. Assignments must be turned in on time; penalties for late assignments may include grade reduction or non-acceptance. Although most instructors will try to make arrangements for a student whose work demands travel, this may not be possible in all cases. Students are responsible for informing instructors in advance of known absences and as soon as possible in the case of emergencies.

Course load

The College recommends that students working at full-time positions take one or two courses each semester. Three courses constitute a full-time academic load. For students who are working full-time, a three-course load is approved only in unusual circumstances and for students in good academic standing. Students who are not employed or who are employed part-time usually take a full-time load of three classes each semester. Four courses constitute an academic overload. This course load is approved only in unusual circumstances and for students in good academic standing.

Advising

The advisor for each graduate program is the program director. Advising may be in person, by telephone, or by e-mail. Advising and registration start in April for the fall term and in November for the spring and summer terms. All students should seek advice, if necessary, and register as early as possible in the registration period.

Computer skills

Most courses taught by the WEHCBA either require or recommend the use of computer skills and business application programs. All graduate business students should have or acquire basic skills in word-processing, spreadsheets, databases, and presentation software. Each building has a personal computer laboratory available for student use; however, Roosevelt’s computer laboratories are often at capacity during exam periods and near the end of a term. We strongly recommend that each student have access, outside of the University, to an up-to-date personal computer, business application software, and the Internet.

Graduate Certificate Programs

To facilitate communication with advisors, instructors, and among students, all graduate business students have a university e-mail account and must check it regularly.

Internships

WEHCBA offers two different internship courses, Acct 492 and Mgmt 492. With the prior approval of the relevant graduate program director, a student may elect to use one of these internships as an elective course in the degree program. An internship can be a valuable learning tool for those graduate students who have had limited work experience or for those seeking a major career change. WEHCBA does not have any regularly scheduled graduate internships, but companies often notify the College of opportunities. Students interested in pursuing the possibility of an internship should discuss this with their degree program director very early in the program.

Students may use only one internship (3 credit hours) to fulfill degree requirements. If a student is using an internship to fulfill a degree requirement, he/she may not apply independent study (Acct 495, Fin 495, Hrm 495, Infs 495, Mgmt 495, Mktg 495) towards degree requirements. To accept an internship, a student must be legally eligible to work in the United States. A student may not use an employer for whom he/she already works full-time for an internship unless the project is clearly distinct from his/her regularly assigned job responsibilities. The student must receive written approval from the degree program director before enrolling for an internship.

Graduate Certificate in Business Fraud Examination

A new frontier in accounting and business information systems is fraud examination. The number of information security incidents is on the rise, as is the need for professionals who can deal with these incidents.

This five-course certificate is designed to provide students with in-depth coverage of fraud examination and the skill set necessary to prevent and detect fraud. Because almost every crime can potentially leave digital evidence, knowledge of information systems is required for the certificate along with knowledge of accounting and law enforcement. Students will learn how to conduct investigations, present their findings, and identify the “red flags” that may be present if a fraud is occurring.

- Acct 471 Fraud Examination .................................................. 3
- Acct 473 Financial Statements and Fraud ............................... 3
- Acct 475 Computer Forensics .................................................. 3
- Acct 477 Topics in Fraud Examination ..................................... 3
- One 400-level elective in accounting/information systems/ computer science technology .................................................. 3
Graduate Certificate in Information Systems

Information systems is an expanding field in which knowledge is changing rapidly and ongoing education is highly desirable. Students must hold a graduate business degree (MBA, MSIS, MSA, MSIB, MSHRM, etc.) for admission to the program. There are no additional admission requirements.

To earn the certificate students must complete five three-semester-hour courses beyond the master’s degree. Students who have already completed one or more of the required courses will substitute other courses in information systems. All students must discuss their planned programs with the information systems program director.

- Infs 401 Information Resource Management .................. 3
- Infs 412 Database Systems ....................................... 3
- Infs 440 Systems Analysis and Design .......................... 3
- Infs 471 Management of Information Systems .................. 3
- One Infs Elective 400 Level ........................................ 3

Graduate Certificate in Real Estate Development

Roosevelt University’s Chicago School of Real Estate offers the postgraduate Certificate in Commercial Real Estate Development for those who already possess a relevant Master’s degree. The courses build upon one’s graduate education in business and provide the academic and practical knowledge necessary to achieve success with commercial development in the real estate industry.

The Certificate in Commercial Real Estate Development is a 15-semester hour program. The following graduate-level courses must be completed:

- Rees 401 Real Estate Process ...................................... 3
- Rees 411 Real Estate Finance & Investment .................... 3
- Rees 421 Real Estate Law .......................................... 3
- Rees 431 Real Estate Marketing & Management ............. 3
- Rees 481 Real Estate Development ............................... 3

Graduate Certificate in Strategic Management

Strategic Management has become a major field of study for senior- and middle-level managers and professional staff personnel. The ability to define an organization’s mission, establish strategic and financial objectives, craft and implement an appropriate strategy are key skills for successful organizations. To meet these goals, Walter E. Heller College of Business Administration has created a Graduate Certificate in Strategic Management. This program was designed for students who have already obtained a graduate business degree (MBA, MSA, MSIB, MSHRM, MSIS, MSRE, etc.).

To earn the certificate students must satisfactorily complete 15 semester hours beyond the master’s degree. Students who have already completed one or more of the required courses will be able to substitute course(s). All students are required to discuss their program of study with the program director.

- Mgmt 472 CEO, Top Management, and the Board ............ 3
- Mgmt 473 Strategic Management: Special Topics ............ 3
- Mgmt 474 Strategic Management: Consulting ................. 3
- Mgmt 490 Strategic Management: Multidivisional Organizations .................. 3
- Choose one of the following courses ............................ 3
  - Mgmt 455 Global Business Simulation
  - Mgmt 465 Organization Theory
  - A business course of a strategic nature approved by the program director

Master of Business Administration (MBA)

The MBA degree prepares students for executive and managerial positions in both the private and public sectors. The degree includes broad preparation in business administration, while allowing for a concentration in a specific business or related area. Emphasis is placed on the development of problem-solving and decision-making abilities.

To earn the MBA, students must successfully complete 37 semester hours. Typically, this includes 13 courses: a one-semester-hour orientation course, eight core courses, three courses in an area of concentration, and one elective. Students whose academic preparation or work experience has given them a sufficient degree of expertise in a specific subject may petition to take a more advanced course in lieu of a particular core course. A student must take at least six of the core courses; therefore a student will be approved to make substitutions for a maximum of two core courses. Of the twelve courses required for the degree, at least nine must be courses offered in the College of Business Administration. If the concentration selected is outside the College of Business Administration, then the elective must be a business course.

Three related courses constitute a concentration. Within the Walter E. Heller College of Business Administration, students may choose from the following areas: accounting, business forensics, economics, finance, human resource management, information systems, international business, leadership, management, marketing, real estate, and strategic management. Students also have the option of choosing a concentration from another graduate program within the University. These options and variations open a variety of career paths not formerly accessible to MBA graduates. These concentrations are as follows: hospitality management, integrated marketing communications, managing nonprofit organizations, public administration/health services administration, telecommunications, and training and development.

Students may also propose an individualized concentration composed of at least three graduate-level courses offered anywhere in the University. These proposals must be described in detail with a solid rationale for the appropriateness of the plan. The College will give serious consideration to any individualized concentration that is challenging, coherent, and creative.

Mgmt 489 is taken in the last half of the program. Students should plan their programs of study so that all prerequisites are completed prior to enrollment in Mgmt 489.
Degree requirements

Core courses
- Badm 401 Graduate Business Orientation .......................... 1
- Acct 405 Accounting for Executives .......................... 3
- Econ 403 Economics for Decision Makers ....................... 3
- Fin 408 Finance for Decision Makers .......................... 3
- Inf 401 Information Resource Management .................... 3
- Mgmt 403 Quantitative Analysis for Decision Makers ........... 3
- Mgmt 407 Executive Leadership .................................. 3
- Mgmt 489 Strategic Management ............................... 3
- Mktg 406 Marketing Strategies: Theory and Practice ............ 3

Concentration
Three courses chosen from a single area ......................... 9

Elective
One graduate-level course approved by the MBA director ........ 3

Master of Science in Accounting (MSA)

The Master of Science in Accounting degree is designed to meet the needs of the following groups:

- Students who wish to complete their professional accounting education
- Students with a baccalaureate terminal program in public accounting, managerial accounting, governmental or nonprofit accounting
- Students who seek a concentration in taxation, auditing, or fraud examination studies
- Students with majors in the liberal arts, sciences, engineering and other fields who want to complete a professional accounting program
- Students seeking specialized skills in depth knowledge in accounting and management advisory services
- Accountants and teachers of accounting who wish to advance their careers through further study

Academic program
To earn an MSA, students must successfully complete at least 31 semester hours: a one-semester-hour orientation course, five core courses, and five electives. Students with prior course work in managerial accounting and/or accounting information systems can petition to substitute a more advanced course with the approval of the program chair. Students entering with a non-business baccalaureate degree will have their prior course work evaluated. Based upon the evaluation, students may be required to take undergraduate accounting courses in addition to the 11-course MSA program.

Master of Science in Human Resource Management (MSHRM)

The objectives of the human resource management program are to teach students the fundamentals of management, provide professional and technical competence in the management of human resources, and build the attitudes and motivational skills necessary for developing employees. Students learn managerial techniques and procedures that can serve a business organization by harmonizing economic objectives with individual and group needs.

To earn the MSHRM, students must successfully complete at least 31 semester hours: a one-semester-hour orientation course, six core courses, and four electives. Students with prior course work in human resource management may petition to substitute a more advanced course with the approval of the program chair.

Degree requirements

Core courses
- Badm 401 Graduate Business Orientation .......................... 1
- Mgmt 407 Executive Leadership .................................. 3
- Mgmt 465 Organization Theory ................................... 3
- Hrm 400 Strategic Issues in Human Resource Management .... 3
- Hrm 434 Employee Selection and Staffing ........................ 3
- Hrm 438 Compensation Management ............................. 3
- Hrm 493 Seminar in Human Resource Management ............ 3

Electives
Five graduate-level courses, at least two in accounting ............. 15
Topic elective:
   Three courses chosen from the list below ................. 9

General elective
   One course approved by the program director chosen from topic electives, other graduate business courses, or other related graduate courses .... 3

Topic elective courses
   Hrm 405 Legal Issues in Human Resource Management
   Hrm 420 Human Resources & Career Planning
   Hrm 428 Workplace Diversity
   Hrm 430 Employee Benefits
   Hrm 432 Administering Labor/Management Relations
   Hrm 491 Topics in Human Resources Management
   Hrm 495 Independent Study
   Mgmt 453 International Management and Leadership
   Mgmt 460 Team Building and Leadership Skills
   Mgmt 470 Organization Change and Development
   Trdv 400 Foundations in Training & Development

Master of Science in Information Systems (MSIS)
The Master of Science in Information Systems degree prepares students for careers in systems analysis, the design of computer-based information systems, and management of the organization information function. The program’s emphases are on the understanding of organizational environments that give rise to the need for information systems and the tasks of designing and implementing cost effective systems for information processing. Students learn about the strategic, technological, organizational, and human relations aspects of implementing information systems.

To earn an MSIS student must successfully complete at least 31 semester hours: a one-semester-hour orientation course, six core courses, and four electives.

Degree requirements
Core courses
   Badm 401 Graduate Business Orientation ...................... 1
   Acct 405 Accounting for Executives .......................... 3
   Infs 401 Information Resource Management .................. 3
   Infs 412 Database Systems .................................... 3
   Infs 440 Systems Analysis and Design ......................... 3
   Infs 471 Management of Information Systems .................. 3
   Mgmt 403 Quantitative Analysis for Decision Makers .......... 3

Information systems electives
   Three courses chosen from information systems offerings .......... 9

General elective
   One course chosen from information systems offerings or a non-information systems course approved by the program director 3

Master of Science in International Business (MSIB)
The Master of Science in International Business is designed to provide students with the necessary skills to succeed in management careers within global companies. The degree requires students to take courses in a broad array of international topics related to international business, participate in an international educational experience, and select a concentration in a specific functional area. In addition to meeting the admission requirements for the other graduate business programs, students seeking admission to the MSIB must also have a minimum of three years of relevant work experience approved by the program director.

To earn the MSIB students must successfully complete at least 37 semester hours: a one-semester-hour orientation course, an eight-course core, an international experience, and three electives. The international experience requirement may be satisfied by taking Mgmt 454 or by participating in an international internship, study abroad program, or other international learning experience acceptable to the MSIB program director.

Electives are chosen with the advice of the program director. Students may establish a concentration by selecting three graduate courses in a discipline offered either by the College of Business Administration or by the other colleges at the University. Concentrations within the WEHCBA include, but are not limited to, accounting, economics, finance, human resource management, management, marketing, and integrated marketing communications. Students having interests outside the business disciplines may submit a proposal to the MSIB chair for a concentration in another area. The proposal should explain clearly how the proposed concentration meets the student’s career objectives. Students without an undergraduate business background will be required to take Acct 405 and Fin 408 and one elective.

Degree requirements
Core courses:
   Badm 401 Graduate Business Orientation ...................... 1
   Acct 447 International Accounting ............................ 3
   Fin 454 International Financial Analysis ...................... 3
   Mgmt 403 Quantitative Analysis for Decision Makers .......... 3
   Mgmt 452 International Business: Environmental Analysis ...... 3
   Mgmt 453 International Management and Leadership .......... 3
   Mgmt 455 Global Business Simulation .......................... 3
   Mgmt 489 Strategic Management ............................... 3
   Mktg 456 International Marketing Analysis .................... 3
International experience:

- Mgmt 454 International Consultancy
- Other academic international experience approved by the chair

Electives:

- Three courses in an approved area of concentration

Master of Science in Real Estate (MSRE)

Roosevelt University offers three master level programs in real estate: a Master of Business Administration with a concentration in Real Estate, a Master of Science in Real Estate and a Certificate in Commercial Real Estate. Real Estate students will also benefit from the Marshall Bennett Institute of Real Estate which provides mentors, internships, career development and networking opportunities with industry professionals. For more information on the real estate programs and the Marshall Bennett Institute of Real Estate please visit www.roosevelt.edu/realestate

The MSRE graduate degree program is designed for those seeking to either enter or enhance careers in the Real Estate profession. It is a specialized degree tailored to enhance a student’s knowledge of the industry. Optional Area/course concentrations are: Real Estate Finance, Real Estate Marketing and Management, Real Estate Development.

The curriculum provides the academic and practical knowledge necessary to achieve success in real estate development, management, finance, research, and project planning. Specialized classes and an interdisciplinary approach combine urban economics with practical real estate applications. This program attracts individuals throughout the real estate industry such as residential and commercial sales professionals, architects, construction managers, lenders, attorneys, property managers, planners, consultants, and developers.

Students within this 31-semester hour program will take seven real estate courses. The entire program consists of two real estate core courses, four business courses and five real estate electives.

Core courses

- Badm 401 Graduate Business Orientation taken in the first semester
- Acct 405 Accounting for Executives
  - Prereq: accounting module of Badm 401
- Fin 408 Finance for Decision Makers
  - Prereq: Acct 405 and Mgmt 403
- Mgmt 403 Quantitative Analysis
  - Prereq: statistics module of Badm 401
- Rees 401 Real Estate Process
  - Prereq: Acct 405 or equivalent
- Rees 411 Real Estate Finance & Investment
  - Prereq: Rees 401 & Fin 408

Electives

Students choose five electives from the following list:

- Rees 405 Urban Economics
- Rees 421 Real Estate Law
- Rees 431 Real Estate Marketing & Management
- Rees 441 Real Estate Design & Feasibility
- Rees 451 Public/Private Development
- Rees 461 Construction Project Management
- Rees 481 Real Estate Development
- Rees 493 Special Topics
- Rees 495 Independent Study in Real Estate
The College of Education is committed to providing high quality graduate programs for prospective and practicing educators. Through the continuous evaluation and refinement of the academic program, offerings are kept current and relevant to the needs of a diverse student body. Faculty members continually seek to develop a creative and humane environment for learning. The College brings together talent and resources from a variety of disciplines. Accordingly, issues and problems of significance to the field are addressed from a broad perspective. All programs include a variety of field experiences that augment and integrate theoretical studies.

The College of Education has a history of serving nontraditional as well as traditional populations. Whether preparing professionals for the urban or suburban classroom, for non-school settings, or for working with older adults, the College of Education demonstrates a continuing commitment to quality and service. Programs are offered at both the Chicago campus on Michigan Avenue and the Robin campus in Schaumburg; most graduate offerings are scheduled in the evenings and on weekends.

College of Education Conceptual Framework

In 1999, as part of the Illinois State Board of Education and National Council for Accreditation of Teacher Education accreditation self-study, the College of Education revised its conceptual framework, which represents the knowledge base for the College (see Arch above). The conceptual framework reflects the design of the curriculum, which is based on philosophical foundations, theoretical models, and practical applications of essential knowledge in the field of education. Commitment to constructivism in theory and practice and commitment to caring for others are woven throughout the elements of the Arch. The conceptual framework is the foundation for the College’s eight program areas: counseling and human services, early childhood education, educational leadership, elementary education, language and literacy, secondary education, special education, and teacher leadership.
Accreditation
Since 1975, the College of Education has been accredited by the National Council for the Accreditation of Teacher Education (NCATE). In addition, programs for mental health counselors and community counselors are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The certification programs are approved by the Illinois State Board of Education (ISBE). Graduates of these programs are entitled to Roosevelt University’s recommendation for one of the following Illinois certificates: early childhood, birth through grade 3 (Type 04); administrative certificate with general administrative and general supervisory endorsements or superintendent (Type 75); school service personnel certificate with guidance specialist endorsement (Type 73); standard elementary, grades kindergarten through nine (Type 03); standard specialist in reading, grades kindergarten through 12 (Type 10) with option for supervisory endorsement; music, grades kindergarten through 12; special education LBS1 grades kindergarten through 12 (Type 10) and standard high school, grades 6 through 12 (Type 09); standard special education, grades Pre-K through age 21 (Type 10) with LBS1 endorsement.

General Requirements
Candidates for the Master of Arts degree in education must satisfy the basic requirements of Roosevelt’s graduate division and the College requirements in their program area. All applicants must have completed 120 semester hours of undergraduate study. For some areas, the undergraduate degree must be a 120-semester-hour degree; other areas may accept a time-shortened degree supplemented with additional undergraduate coursework. It is important, therefore, that prospective students consult with an advisor concerning the requirements for the specific area in which they wish to pursue their studies.

Students
Students in graduate programs in the College of Education represent a variety of educational, cultural, and experiential backgrounds. While most are from the Chicago metropolitan area and are employed in social service agencies, business, industry, or as teachers in private or public schools, a large number of students completed their undergraduate education in states other than Illinois. Many are well advanced in one career and are seeking new careers in a field of education. The faculty and staff take into account the background, goals, and individual needs of each student in planning individual courses of graduate study. Students are provided with the kinds of programs and research experiences that permit entry into several areas of specialization, including advanced graduate study.

Faculty
Faculty members of the College of Education bring diversity of experience and excellence in academic training to their work at Roosevelt. More than 90 percent of the faculty have advanced degrees from institutions such as Harvard University, Michigan State University, Northwestern University, University of Chicago, Indiana University, University of Kansas, University of Wisconsin, Loyola University of Chicago, Northern Illinois University, University of Texas, Cleveland State University, State University of New York at Buffalo, and University of Illinois. Active in a variety of research areas and dedicated to the improvement of the practice of teaching, the faculty provides the high quality of contemporary academic experience demanded by today’s prospective and practicing teachers and counselors.

Admission and Program Approval
Prospective students must consult with the chair or program director of the selected major, who will assign a faculty advisor in the appropriate program area. Each program area in the College of Education has its own screening procedures and requirements for admission. Admission to a program requires a passing score on the ICTS Basic Skills Test. After completion of six semester hours, program areas screen students to determine eligibility for continued enrollment. Criteria for continuation are successful completion of six semester hours of graduate course work and grades in keeping with College of Education requirements.

Clinical experience
Extensive contact with the classroom and firsthand experience in dealing with everyday problems of schools are critical components of all education programs. The College of Education, through its Office of Field Placements, offers a wide variety of field experience courses. Experiences in schools range from involvement in the classroom and school as an observer to tutorial teaching, small group coaching, and whole class instruction, as well as participation in school and community activities. Field sites range from the city to the suburbs and provide opportunities for experiences in culturally diverse settings. Pre-student teaching experiences and student teaching satisfy State of Illinois certificate requirements.

Transfer credit
A maximum of six semester hours of acceptable graduate level course work from a regionally accredited graduate school may be considered for transfer to the MA programs under the following conditions: the credit has not been applied toward any other degree, the final grade is A or B, the credit will not be more than six years old when the degree is conferred, and the content is equivalent to a requirement or appropriate as an elective in the degree sequence. The request for approval should be made during the student’s first semester at Roosevelt University and must be accompanied by an official transcript and course
description. Acceptance of transfer credits will not reduce the number of semester hours that are required specifically at Roosevelt University. No credit from any institution will be accepted for transfer to the doctoral program.

Certification
In order to qualify for Roosevelt University’s recommendation for certification, students must meet all requirements in effect at the time of application. The Illinois State Board of Education requires satisfactory scores on the Illinois Certification Testing System (ICTS) Basic Skills Test, the Assessment of Professional Teaching (APT) test, and the appropriate subject matter knowledge test before issuing a certificate. Test dates, registration forms, and study guides are available at the College of Education office at both campuses. Information regarding student pass rates on state exams and other program information is available from the College of Education, as required by federal law. The University has established a procedure under which students may bring grievances to ensure their access to Roosevelt University’s recommendation for certificates.

Advising
Graduate advising is designed to meet the individual needs and goals of the student. All graduate students must consult with their faculty advisor each semester to select appropriate courses and make class reservations; written permission from the assigned advisor is required for admission to any graduate course. The faculty advisor will work closely with the student in planning each semester’s program, but it is the student’s responsibility to be certain that all requirements are fulfilled and all deadlines are met.

Student Handbook
Students are responsible for all information concerning procedures and degree requirements in both the Roosevelt University Graduate Catalog and in the Student Handbook. Every student should also read the College of Education Student Handbook for explanation of policies and procedures. Handbooks are available from advisors and in the College of Education offices in Chicago and Schaumburg.

Application for graduation
When students meet with their faculty advisors prior to registration for the final semester, they should confirm that all requirements have been met. Students must make a formal application for graduation, and completed applications must be on file in the Office of the Registrar by the posted deadline.

Academic integrity
The College of Education considers academic integrity a foundation of community. See explanation of the policies and a description of violations of academic integrity in the Student Handbook.

Resources

Curriculum resources and study centers
In addition to the University’s library facilities, the College of Education maintains instructional media centers. Resources available in the centers include professional books, Internet accessible computers, and instructional materials in all areas of the curriculum.

Placement
The University career planning and placement office maintains a service to assist graduates. Students should contact the placement office during their final semester in order to establish a permanent file of their credentials.

Evaluation of instruction
Students are given opportunities to evaluate programs and instructors at the end of each semester. A form is completed by each student at the end of each course. Responses are confidential; they are used as one way of assessing teaching and learning.

Counseling and Human Services

Master of Arts (MA) Programs in Counseling and Human Services
Programs in Counseling and Human Services offer the Master of Arts with majors in School Counseling, Community Counseling, Mental Health Counseling, and Human Services.

Admission
Applicants for all degree programs must meet admission requirements of Roosevelt’s graduate division, the College of Education, and Counseling and Human Services. Applicants for all degree programs must have an undergraduate grade point average of at least 3.00 (on a scale of 4.0), a personal statement outlining goals and aspirations and two letters of recommendation from individuals who can evaluate their academic or work abilities. Decisions will be based on prior academic performance, current academic performance, the personal statement, letters of recommendation, and general suitability for the profession. Applicants for programs in School Counseling must submit evidence of a passing score on the Basic Skills Test administered by the Illinois Certification Testing System.

Core courses
Students in all four areas of specialization are required to complete the following core courses:

- Chs 400 Orientation to Graduate Study in Counseling . . . 0
- Chs 401 Professional Orientation, Ethics, and Writing . . . 3
Areas of specialization

Students are admitted into one of five academic programs: (1) School Counseling for students with a teaching certificate, (2) School Counseling for students without the teaching certificate, (3) Community Counseling, (4) Mental Health Counseling, and (5) Human Services. In addition to the core courses, students are required to complete specialized coursework and clinical experiences specific to their areas of specialization. All areas of specialization include a practicum and all areas of specialization, excluding Human Services, require one or more internships. Applications for practicum and internship courses must be submitted no later than October 1 prior to the spring semester in which the course begins or no later than February 1 prior to the fall semester in which the course begins.

School Counseling (for students with a standard teaching certificate)

Students must have a standard teaching certificate, appropriate professional experience, and must pass the ICTS Basic Skills Test. The program requires 39–42 semester hours of credit, depending on the student’s experience. At the completion of Chs 496, a student must have completed two years of contracted teaching experience under an initial or a standard teaching certificate. Students with less than two years of certified teaching experience under a standard school contract must complete Chs 498 and complete a 42–semester-hour program of study.

To qualify for Roosevelt University’s recommendation for the school service personnel certificate in school counseling (Type 73), all requirements in effect at the time of application must be met. The Illinois State Board of Education requires passing scores on the ICTS Basic Skills Test and the Guidance Test. In addition to the core courses, students must complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chs 414 Seminar in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Chs 422 Topics in Substance Abuse or Sped 419 Exceptional Children and Youth</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical experience courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chs 426 Pre-Practicum: Theories and Interventions in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Chs 428 Practicum: Clinical Practice in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>Chs 496 Internship I: School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Chs 498 Internship II: School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chs 416 Human Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>Chs 417 Career and Lifestyle Planning</td>
<td>3</td>
</tr>
<tr>
<td>Chs 421 Theories and Dynamics of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Chs 457 Topics and Issues in Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

School Counseling (for students without a teaching certificate)

A program designed for students who wish to acquire a school service personnel certificate in school counseling (Type 73) and do not have a standard teaching certificate. This program does not qualify students for licensure as a professional counselor or clinical professional counselor in the State of Illinois. Students pursuing licensure should complete the degree in Community Counseling and add the courses required by the State of Illinois for Type 73 certification. To qualify for Roosevelt University’s recommendation for this Type 73 certificate, all requirements in effect at the time of application must be met. The Illinois State Board of Education also requires passing scores on the ICTS Basic Skills Test and the Guidance Test. This specialization requires 48 semester hours of coursework. In addition to the core courses, students must complete the following:

<table>
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<tbody>
<tr>
<td>Chs 414 Seminar in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Chs 415 School Environment, Classroom Management, and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>Chs 418 Organization, Administration, and Leadership of Effective School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>Sped 419 Exceptional Children and Youth</td>
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Clinical experience courses:

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<td>Chs 428 Practicum: Clinical Practice in Schools</td>
<td>3</td>
</tr>
<tr>
<td>Chs 496 Internship I: School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Chs 498 Internship II: School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Human Services

A program for students interested in acquiring a background in counseling foundations, clinical supervision, and competencies in an individualized area of interest. This program is not a school service personnel certificate program and does not qualify students for licensure as a professional counselor or clinical professional counselor in the State of Illinois. The program requires 39 semester hours of course work. In addition to the core courses, students must complete the following:

<table>
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<tbody>
<tr>
<td>Chs 426 Pre-Practicum: Theories and Interventions in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Chs 427 Practicum: Clinical Practice in Public and Private Agencies</td>
<td>3</td>
</tr>
<tr>
<td>Three electives approved by the counseling and human services faculty</td>
<td>9</td>
</tr>
</tbody>
</table>

Community Counseling

A program to prepare students to work as professional counselors in a community agency and which satisfies the academic requirements for licensure as a professional counselor and clinical professional counselor in the State of Illinois, and which also meets academic requirements for the credential, Nationally Certified Counselor (NCC). This specialization requires 48 semester hours of course work and is CACREP accredited. In addition to the core courses, students must complete the following:

<table>
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<tbody>
<tr>
<td>Chs 416 Human Appraisal</td>
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<td>Chs 421 Theories and Dynamics of Group Counseling</td>
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</tr>
<tr>
<td>Chs 457 Topics and Issues in Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>
Specialization courses:

- Chs 419 Diagnosis and Treatment Planning ........................................ 3
- Chs 420 Marriage, Family, and Relationship Counseling ................. 3
- Chs 422 Topics in Substance Abuse ........................................... 3
- Chs 430 Community Counseling ........................................... 3

Clinical experience courses:

- Chs 426 Pre-Practicum: Theories and Interventions of Counseling . 3
- Chs 427 Practicum: Clinical Practice in Public and Private Agencies 3
- Chs 497 Internship I: Community Counseling ............................ 3
- Chs 499 Internship II: Community Counseling ............................ 3

Mental Health Counseling

A program to prepare students for work as professional counselors to meet the comprehensive mental health needs of clients. The program satisfies academic requirements for licensure as a professional counselor and clinical professional counselor in the State of Illinois and also meets the academic requirements for national certification in mental health counseling (CCMHC). This specialization requires 60 semester hours of coursework and is CACREP accredited. In addition to the core courses, students must complete the following:

Specialization courses:

- Chs 419 Diagnosis and Treatment Planning ........................................ 3
- Chs 420 Marriage, Family, and Relationship Counseling ................. 3
- Chs 422 Topics in Substance Abuse ........................................... 3
- Chs 431 Mental Health Counseling ........................................... 3
- Chs 460 Cognitive Counseling: Theories and Applications
  or Psyc 641 Cognitive and Behavioral Therapies .......................... 3
- Psyc 620 Intellectual Assessment
  or Psyc 625 Personality Assessment .................................... 3

Elective specialization courses (select two):

- Chs 513 Clinical Biofeedback
- Chs 462 Health and Holistic Counseling
- Chs 463 Counseling and Psychotherapy Integration
- Chs 464 Child and Adolescent Counseling ................................. 6

Clinical experience courses:

- Chs 426 Pre-Practicum: Theories and Interventions of Counseling . 3
- Chs 427 Practicum: Clinical Practice in Public and Private Agencies 3
- Chs 597 Internship I: Mental Health Counseling ............................ 3
- Chs 599 Internship II: Mental Health Counseling ............................ 3

Educational Leadership

The theoretical framework for the educational leadership curriculum at Roosevelt University is constructivist in the form of transformational leadership theory, open systems model, and the learning organization. This implies collaboration, participation, communication, shared decision making, and planning. By offering students theories that focus on transformational leadership, the learning organization, and open systems, by providing opportunities for practical experiences, and by reviewing issues and problems of educational reform, the program prepares educators skilled in communications, human relations, and disciplined inquiry in the area of educational leadership. In both the MA and the EdD programs, a course load of six semester hours in considered full-time.

Master of Arts (MA) in Educational Leadership

This program prepares administrators, supervisors, and other educators for important leadership roles in schools. In order to qualify for Roosevelt University’s recommendation for the Illinois administrative certificate (Type 75), all Illinois State Board of Education requirements in effect at the time of application must be met including satisfactory scores on the ICTS Basic Skills Test and Principal Examination, an initial certificate, and a minimum of two years of successful teaching experience or school services personnel experience.

Admission

Students must present satisfactory undergraduate or graduate preparation with a minimum GPA of 2.7 on a 4.0 scale, teaching or school service personnel certificate, two letters of recommendation and a personal statement.

Degree Requirements

To earn the MA in educational leadership, students must complete 30 semester hours of coursework with a minimum grade point average of 3.0 and a maximum of two courses with grades of C. Two internship courses, Eloc 463 and 464, are taken over the last two semesters of a student’s program. These experiences in schools with diverse student populations provide exposure to the issues faced by a school leader.

- Eloc 401 Statistics and Action Research for Educational Leaders .... 3
- Eloc 411 Social Foundations of Diverse Communities .................. 3
- Eloc 412 School, Family and Community Relations ..................... 3
- Eloc 430 Theory and Practice in Educational Leadership .......... 3
- Eloc 432 Financial Issues in Educational Leadership .................. 3
- Eloc 433 School Law ................................................................. 3
- Eloc 440 Leadership in Human Resources ................................. 3
- Eloc 451 Instructional Leadership ........................................... 3
- Eloc 463 Internship in School Leadership: Part I ..................... 3
- Eloc 464 Internship in School Leadership: Part II .................... 3

Candidates who hold an MA in education and with transcript review by an advisor are eligible to take eight courses in the program to be eligible for the Type 75. This is not a degree seeking program.
Master of Arts in Teacher Leadership

The MATL is designed for practicing teachers to further their professional development while providing a much needed resource, teacher leaders. Aligned with the National Board for Professional Teaching Standards (NBPTS), this 30-semester hour master's program renews and strengthens teachers' commitment, improves knowledge and skills, and prepares teachers to be instructional leaders.

The MATL program is ideal for the successful experienced teacher who…

■ seeks a challenging, high quality master's degree program.
■ requires flexible offerings and choice of subject matter.
■ seeks a leadership position in teaching.

The MATL program may be completed fully online or in a blended format. The first component is offered fully online for maximum flexibility and to provide urban, suburban, and rural perspectives. The second component, consisting of 4 electives, allows students to pursue recommended areas of concentration from disciplines throughout the University. In addition, online recommended electives have been developed for inclusion in the second component for those taking the program at a distance.

Admission Requirements

Applicants for admission into this program must...

■ possess an undergraduate degree and an undergraduate grade point average of 3.0 (4.0 scale).
■ hold a valid teaching certificate.
■ be a practicing teacher with at least one year of teaching experience.

Degree requirements

To earn the M.A. in Teacher Leadership, students must complete 30 semester hours of course work with a minimum grade point average of 3.0.

Fully On-Line First Component Sequence:

<table>
<thead>
<tr>
<th>Semester</th>
<th>TLED Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tled 442</td>
<td>Perspectives on Best Practices</td>
</tr>
<tr>
<td></td>
<td>Tled 480</td>
<td>Inquiry on the Classroom</td>
</tr>
<tr>
<td>2</td>
<td>Tled 436</td>
<td>Rethinking the Curriculum</td>
</tr>
<tr>
<td></td>
<td>Tled 438</td>
<td>Contemporary Approaches to Teaching</td>
</tr>
<tr>
<td>3</td>
<td>Tled 433</td>
<td>Evaluating the Classroom</td>
</tr>
<tr>
<td></td>
<td>Tled 435</td>
<td>Leadership in Professional Development</td>
</tr>
</tbody>
</table>

Recommended Areas of Concentration

Four elective classes may be taken to complete your MATL degree, receive an endorsement, work on a concentration, or count toward a type 75 administrative certificate. Click on concentration area to learn the specific completion requirements.

Doctor of Education (EdD) in Educational Leadership

The doctoral program is designed to develop educational leaders who possess the skills necessary to lead dynamic educational institutions in the 21st century. Advanced course work allows students to learn decision making; program planning, implementation and evaluation; human relations; research skills; and content knowledge in a constructivist framework. Taken together, these courses and the internship experiences represent classic and current thinking regarding leadership. Designed for educational practitioners, the program allows students to continue full-time employment while pursuing the degree as part of a cohort group. The cohort goes through the program as an intact group and functions as a community of learners and researchers throughout the program.

Admission

An admission committee comprised of faculty members from educational leadership will screen all applicants to determine eligibility for the EdD program. Applicants must present the items listed below to the committee for review.

■ master's degree in education, behavioral sciences, administration, or other appropriate discipline with minimum GPA of 3.50 on a 4.0 scale
■ three rating scales along with three letters of recommendation describing the applicant's ability to pursue doctoral studies, academic potential, leadership potential and experience, and human relations and work skills
■ acceptable scores on Graduate Record Examination taken within three years of application
■ current resume or curriculum vitae
■ essay on leadership and goals for career and the doctorate
■ if qualified, personal interview

Degree requirements

The program requires a minimum of 15 three-hours courses beyond the master's degree. At least one registration is required for the dissertation. No credit from any institution is acceptable for transfer. Most students will take three years to complete the coursework and between one and five years to complete the doctoral dissertation. Students are allowed no more than one grade of C in the entire program and must maintain a grade point average of 3.50.
students will be dropped from the program if this standard is not met. In addition, any student found guilty of plagiarism or violating the code published in the Student Handbook will be dropped from the program.

- Eloc 533 Seminar on Diversity, Schools, and Communities
- Eloc 534 Quantitative Research Methods
- Eloc 535 Qualitative Research Methods
- Eloc 536 The Dynamics of Maintaining and Improving School Culture
- Eloc 537 Advanced Legal, Financial, and Social Issues in Educational Leadership
- Eloc 538 The Politics of Education
- Eloc 540 Curriculum, Instruction, and Assessment
- Eloc 661 Program Evaluation
- Eloc 663 Internship in Educational Leadership: Part I
- Eloc 664 Internship in Educational Leadership: Part II
- Eloc 675 Seminar in Leadership Behavior for Effective Organizations
- Eloc 680 Seminar: Ethics in Educational Leadership
- Eloc 685 Advanced Quantitative Methods
- Eloc 686 Advanced Qualitative Methods
- Eloc 689 Dissertation Writing Methods
- Eloc 690 Dissertation

**Elective (does not count toward the 16-course requirement)**

- Eloc 589 Research Writing

In order to qualify for Roosevelt University’s recommendation for the Illinois Administrative Certificate (Type 75), all Illinois State Board of Education requirements in effect at the time of application must be met including satisfactory scores on the ICTS Basic Skills Test and Principal Examination, an initial certificate, and a minimum of two years of successful teaching or school service personnel experience. If the Type 75 is already held, the candidate qualifies for the Superintendent Endorsement with doctoral coursework completion.

A student who has not passed the dissertation proposal, or has not completed a dissertation or other final project must maintain continued registration during fall and spring semesters until the completion of the proposal or project by registering for the appropriate zero-credit course (course number followed by “P” or “Y”). Students who have not maintained continuous registration for the proposal, dissertation, or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

**Candidacy**

To achieve the status of doctoral candidate, students must have completed all courses with a grade point average of 3.50 or higher and no more than one grade of C, have demonstrated professional behavior in their course work, and passed the qualifying examination and the dissertation proposal. Three semester hours of registration are required upon approval of the dissertation proposal. Thereafter, students must register for one credit hour of dissertation work every semester (except summer) until the final defense of the dissertation. A student who has been admitted to the status of doctoral candidate must complete a dissertation and successfully defend it before the student’s doctoral committee in order to be recommended for the EdD degree. Only eight years of study are allowed. If a student does not complete the dissertation within eight years from the first semester of registration, the student is automatically dropped from the program.

**Early Childhood Education**

**Master of Arts (MA) in Early Childhood Education**

This program is designed for students who wish to earn an early childhood teaching certificate and work with children from birth through grade three. For students whose undergraduate degree is in an area other than education, the program provides the background in early childhood education leading to Type 04 certification by the State of Illinois.

**Admission**

Admission to the program requires a bachelor of arts degree in any academic area with a grade point average of 2.7 on a 4.0 scale and a passing score on the ICTS Basic Skills Test. Successful completion of six semester hours of professional education coursework with a grade point average of 3.0 is required for continuing enrollment in the program.

**Degree requirements**

To earn the MA in early childhood education, students must successfully complete at least 41 semester hours of course work. No grade below a C is acceptable in general education, area of concentration, or professional education courses. Sped 419, Echd 433, Echd 437, and Echd 438 all require 25 hours of field experience in a preprimary or primary grade. Echd 482 requires 20 hours of field experience.

Placement in two student teaching sites is planned with consideration for each student’s needs and interests. These placements are open only to those students who have successfully completed the appropriate general education, methods, and field experience courses, who have successfully completed the required Illinois State Certification tests, and who have satisfied College requirements. Placements in diverse sites are required. Students must make formal application two semesters prior to the semester in which they plan to do their student teaching. Applicants are expected to be in good physical health, free from severe personality difficulties, and prepared in both general education and professional education with good academic standing.

**Professional education**

- Educ 407 Topics and Issues in Human Development .................. 3
- Sped 419 Exceptional Children and Youth ......................... 3
- Echd 405 Assessment in Early Childhood .......................... 3
- Echd 409 Child, Family, and Community .......................... 3
- Echd 411 History and Philosophy of ECE .......................... 3
- Echd 434 Language Development ................................. 3
Echd 437 Literacy in ECE ........................................... 6
Echd 438 Early Childhood Curriculum .......................... 3
Educ 480 Inquiry in the Classroom ............................... 3
Echd 474 Student Teaching & Seminar in ECE: preprimary/kindergarten 4
Echd 475 Student Teaching & Seminar in ECE: primary .......... 4

Recommended electives
   Echd 482 Early Childhood Special Education Methods .......... 3
   Educ 485 Technology in the Classroom ......................... 3

Certification
In order to qualify for Roosevelt University’s recommendation for the early childhood teaching certificate, all requirements in effect at the time of application must be met, including general education work. Students whose bachelor’s degree program does not satisfy the general education requirements may complete this work concurrently with the master’s degree requirements. Students should consult with their assigned faculty advisor to determine which courses from Roosevelt or other institutions may be accepted in fulfillment of the Illinois requirements. The Illinois State Board of Education also requires satisfactory scores on the ICTS Basic Skills Test, the Assessment of Professional Teaching (APT) test, and the Early Childhood Professions examination before issuing a certificate.

General education required for state certification in early childhood

- Communication skills: Eng 102 or Comp 2 or equivalent .... 6
- Mathematics (above Math 100) .................................... 3
- Science: one biological science and one physical science (one must be a lab course) ........................................... 6/7
- Humanities: history, English, literature, foreign language, fine arts, linguistics, philosophy ...................................... 9
- Social sciences: political science, economics, cultural geography, history, psychology, Sociology (students must take at least one course in US history or American government) ....................... 9
- Non-Western /3rd World: humanities or Social science course covering Asia, Africa, Central / South America, or Native American; may also be counted as humanities or Social science hours .... 3
- Additional study in one discipline including a minimum of nine semester hours of upper division course work .......... 18

Master of Arts (MA) in Early Childhood Professions
This is not a certificate program. Applicants seeking state certification should refer to the preceding description of the certificate program. This 36-hour program addresses the diversity of professions within the early childhood field covering the ages from infancy through grade three. A core of seven early childhood courses is followed by five courses in a specific area of concentration to meet the need for in-depth background appropriate to the many new early childhood professional roles. Interdisciplinary in scope and applied in orientation, the program emphasizes relevant theories of child growth and development. Students learn about current research in the relevant fields. Applicants to the program must have appropriate experience in early childhood education or in kindergarten/primary education.

Core courses
   Echd 405 Assessment in Early Childhood Education .......... 3
   Echd 409 Child, Family, and Community ...................... 3
   Echd 435 Leadership in Professional Development .......... 3
   Educ 480 Methods of Inquiry as Applied in the Classroom .... 3
   Echd 482 Early Childhood Special Education Methods .......... 3
   Educ 449 Teaching for Equity and Social Justice: Non-Western Perspectives in the Classroom  
   or Educ 459 History of Schooling and Education of Marginalized Peoples in the US ........................................... 3
   Educ 485 Technology in the Classroom .......................... 3

Concentration: Individualized portfolio
This option requires the student and the early childhood education faculty advisor to develop a set of five courses to be chosen from counseling and human services, early childhood education, teacher education, psychology, or Sociology. This individualized portfolio will prepare early childhood educators for many roles including classroom teacher, family literacy program coordinator, and family resource consultant.

Concentration: Child care administration
This option prepares students to work in the private sector as director of a child care center or in corporate child care.

   Padm 400 Public Service in the United States .................. 3
   Padm 405 Public Budgeting and Financial Management ........ 3
   Padm 421 Nonprofit Sector in the United States ............... 3
   Padm 422 Human Relations in Nonprofit Organizations ....... 3
   Padm 424 Resource Development in Nonprofit Organizations 3

Elementary Education
Master of Arts (MA) in Elementary Education
This program prepares students who have undergraduate degrees in fields other than education to become elementary school teachers in grades kindergarten through nine.

Admission
Applicants to this program must have earned a bachelor’s degree with a grade point average of 2.7 on a 4.0 scale and have a passing score on the ICTS Basic Skills Test. To be allowed to continue in the program in elementary education, a student must complete six semester hours of professional education course work with grades of B or better.
Degree requirements
To earn the MA in elementary education, students must complete 11 courses (36 semester hours) and all field experiences. Eled 405, 421, 426, Read 420, and Sped 419 have field experience components that provide important first-hand experience in the classroom. Students enrolled in field experience courses participate in the classroom as observers and participants in small group and large group activities. Field experiences include opportunities to work in both urban and suburban settings; placement in schools and classrooms with diverse student populations is required. Student teaching is planned with consideration for each student’s needs and interests. It is open only to those students who have successfully completed all of the appropriate general education, methods, and field experience courses and who have satisfied College requirements. Formal application two semesters prior to student teaching is required. Applicants are expected to be in good physical health, free from severe personality difficulties, and prepared in both general education (2.5 grade point average) and professional education (3.0 grade point average). Applicants must also have passed the State’s Elementary Subject Area test. Each student is supervised by a member of the College of Education faculty and by a resident experienced teacher. No other courses may be taken while student teaching other than Education 480.

- Educ 407 Topics and Issues in Human Development ............... 3
- Educ 480 Inquiry in the Classroom .................................. 3
- Educ 485 Technology in the Classroom ............................. 3
- Eled 405 Foundations of Education .................................. 3
- Eled 421 Mathematics in the Elementary School ................. 3
- Eled 426 Methods of Teaching Science in the Elementary School ......................................................... 3
- Eled 427 Methods of Teaching Social Studies in the Elementary School ........................................ 3
- Eled 470 Student Teaching and Seminar in the Elementary School ......................................................... 6
- Read 420 Teaching Reading in the Elementary School ........ 3
- Read 432 Strategies and Materials for Teaching Reading, Writing, and Language Arts ....................... 3
- Sped 419 Exceptional Children and Youth ......................... 3

Certification
In order to qualify for Roosevelt University’s recommendation for the elementary teaching certificate (Type 03), all requirements including general education work in effect at the time of application must be met. The Illinois State Board of Education also requires satisfactory scores on the ICTS Basic Skills Test, the Elementary Subject Area test, and the Assessment of Professional Teaching (APT) Test prior to issuing a certificate.

Students graduating and applying for the elementary education certificate must meet the general education requirements listed below. If their bachelor’s degree program has deficiencies in the general education requirements, they may complete this work concurrently with the master’s degree requirements. Faculty advisors can inform students about which undergraduate courses may be accepted in fulfillment of the requirements. Students must have earned at least a 2.5 grade point average with no grade lower than C for all courses used.

Language and Literacy
Master of Arts (MA) in Reading
This program is designed to prepare reading specialists in kindergarten through grade 12 for a variety of teaching and supervisory roles in language and literacy. Students who have been admitted to the program in reading must complete six semester hours of graduate course work with grades in keeping with College of Education and University requirements in order to continue their enrollment. Course work is based on the standards set by the International Reading Association.

Prerequisites
A standard teaching certificate and two years of teaching experience are required for admission into the reading specialist program.

Degree requirements
To earn the MA in reading, students must complete at least 36 semester hours of course work and all clinical experiences. Sped 419 Exceptional Children and Youth may be replaced by an elective if it was taken as part of an undergraduate degree program. The program provides a variety of opportunities for working with children under the supervision of College of Education faculty. Students are expected to complete a minimum of 100 clock hours of supervised clinical experience prior to the practicum. Read 469 and 470, Practicum I and II, are the Summer Reading Clinics. Together, Read 469 and 470 constitute a 5-week practicum on the Roosevelt University campus. Candidates complete 200 clinical hours during this period.

- Sped 419 Exceptional Children and Youth ....................... 3
- Read 432 Strategies and Materials for Teaching Reading, Writing, and Language .......................... 3

At least one course that is multicultural must be selected from humanities or Social sciences. Courses in history may count as humanities or Social sciences.
Read 434 Literature for Children and Adolescents ........................................ 3
Read 435 Approaches to Teaching Language and Literacy to the Learning Disabled ......................................................... 3
Read 436 Foundations of Language and Literacy Instruction ........................................ 3
Read 437 Principles and Practices in Language and Literacy Assessment ........................................ 3
Read 438 Supervision of Personnel and Curriculum Development in Language and Literacy ........................................ 3
Read 461 Approaches to Teaching Literacy or Read 463 Teaching Language and Literacy in Content Areas ........................................ 3
Read 469 Practicum I: Clinical Practice in Literacy ........................................ 3
Read 470 Practicum II: Clinical Practice in Literacy ........................................ 3
Read 480 Inquiry in the Classroom ........................................ 3
Read 485 Technology in the Classroom ......................................................... 3

Certification
In order to qualify for Roosevelt University’s recommendation for the reading specialist certificate (Type 10), all requirements in effect at the time of application must be met. The Illinois State Board of Education also requires satisfactory scores on the ICTS Basic Skills Test; the Assessment of Professional Teaching (APT) test, and the Reading Test before issuing a certificate.

The Chicago Area Writing Project and the Literacy Project
The Language and Literacy program also sponsors two projects: the Chicago Area Writing Project and the Literacy Project, also known as the Advanced Reading Development Demonstration Project. In the Writing Project, each summer a cadre of teachers is trained to lead in-service programs in literacy for other teachers on site in their schools. In addition, the Chicago Area Writing Project sponsors conferences, advanced training programs in literacy, and opportunities for teachers to network with and learn from one another. All of these programs are led by practicing kindergarten through grade 12 teachers; participants have the option of registering for graduate credit. The Literacy Project works closely with the principals, literacy coordinators, and teachers in nine Chicago public elementary schools to improve teaching and learning in literacy.

Secondary Education
Master of Arts (MA) in Secondary Education
The secondary education program is designed for students who have undergraduate academic majors in biology, chemistry, business education, English, Social studies and mathematics who wish to become teachers in grades 6 through 12.

Admission
Applicants for graduate study in the program must have a minimum grade point average of 2.7 on a 4.0 scale for the preceding semester hours in undergraduate course work, a cumulative minimum grade point average of 3.0 for any preceding graduate-level course work, and a passing score on the Illinois Certification Testing System Basic Skills Test. Formal admission to the program is granted on the following conditions:
- Successful completion of at least six semester hours of the program with no grade lower than B
- Recommendation for admission from a full-time secondary education faculty member who has knowledge of the candidate’s performance
- Positive recommendation from the College responsible for oversight of the student’s area of certification
- Written statement of the student’s philosophy of education

Degree requirements
To be awarded the MA in secondary education, students must successfully complete a minimum of 32 hours of course work, including the professional education sequence, 100 clock hours of pre-student teaching field experience, requirements for a major in one of the approved programs, any additional course work within the major needed to satisfy accreditation and State of Illinois requirements, general education requirements as specified by Roosevelt University’s College of Arts and Sciences or by a liberal arts program from the student’s undergraduate college or university, and any additional course work in general education needed to satisfy accreditation and State of Illinois requirements for the grades 6 through 12 high school certificate (Type 09).

Evaluation of the equivalence of course work completed at other colleges or universities is conducted by faculty advisors in cooperation with the appropriate program director. The student will be notified in writing prior to student teaching whether all requirements for completion of the major for which the student is seeking certification have been satisfied. If additional course work is needed, the student’s advisor or program director will indicate the course work needed to gain major equivalence for certification. Each student must confer with his/her assigned advisor in secondary education before study in the program and during each advising period to ensure that all requirements are being successfully completed.

Professional education
The following course work is required to complete the MA in secondary education in the College of Education.

Educ 407 Human Development ......................................................... 3
Sped 419 Exceptional Children and Youth ......................................................... 3
Read 463 Teaching Language and Literacy Across the Content Areas 3
Seed 401 Secondary Education ......................................................... 4
Seed 450 Field Experience in Secondary Education ......................................................... 4
One course in methods in area of certification selected with an advisor 3
Seed 421 Methods of Teaching Secondary Business Education
Seed 422 Methods of Teaching Secondary Science
Seed 423 Methods of Teaching Middle School and Secondary Mathematics
Seed 426 Methods of Teaching Secondary Social Studies
Seed 427 Methods of Teaching Secondary English
Field experience

First-hand experience in the classroom is required. Students are enrolled in courses that include field experiences; they participate in classrooms as observers, tutors, and participants in large group activities. Field experiences involve both urban and suburban placements and must include schools with traditionally underserved populations.

Seed 401, Seed 450, and Sped 419 are field experience courses. Application for these assignments must be made at the time of advising and registration to the course. Students who are currently employed as full-time teachers at the time they are taking Seed 450 may petition for special consideration for including this experience to satisfy some of the hours of the requirement. Students who completed field experience in other programs may petition to have hours considered for meeting requirements but must petition the program for consideration when they enroll in the secondary program.

Student Teaching

Student teaching is planned with consideration of each student’s needs and interests. It is open only to those who have completed all requirements. Formal application two semesters prior to student teaching is required. Applicants are expected to be in good physical health, free from severe, chronic, or persistent personal or emotional difficulties and prepared in both general education and professional education with more than minimum scholastic standing. Each student is supervised by a College of Education faculty member and a resident experienced teacher. Students are required to submit an electronic portfolio that documents their growth and accomplishments in the secondary education program in conjunction with the student teaching experience.

All course work in general education, the major, and the program of study (with the exception of Educ 480 and a multicultural perspectives in education course), completion of all field experience hours, and successful performance on the ICTS content area test relative to their area of certification must be completed prior to student teaching. Student teaching assignments are not appropriate or approved in a school where a student has full-time employment, whether as a teacher, an aide, or in any support or administrative capacity. Student teachers may not engage in outside employment or take any additional course work while they are student teaching. Student teaching is a full-time responsibility of no less than 15 weeks. The State of Illinois requires all students enrolled in a conventional teacher preparation program to complete an unpaid student teaching assignment.

Certification

In order to qualify for Roosevelt University’s recommendation for the grades 6 through 12 standard high school teaching certificate (Type 09), students must meet all requirements, including general education requirements as established by Roosevelt’s College of Arts and Sciences or by the liberal arts program of the college or university of their undergraduate program and with minimum requirements set out below. Before issuing a certificate, the Illinois State Board of Education requires passing performance on the Test of Basic Skills, the content area test appropriate to the certificate that the teacher candidate is seeking, and the Assessment of Professional Teaching (APT). Students must consult with their assigned secondary education program advisor to determine which courses taken at Roosevelt and at other institutions are acceptable for meeting state requirements relative to certification.

Minimum requirements in general education for state certification in high school

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>6</td>
</tr>
<tr>
<td>College-level mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Life sciences and natural sciences</td>
<td>6</td>
</tr>
<tr>
<td>Humanities (languages, fine arts, history, philosophy, theology)</td>
<td>9</td>
</tr>
<tr>
<td>Social sciences (must include a course in American history or government)</td>
<td>9</td>
</tr>
</tbody>
</table>

To fulfill minimum requirements, students must take at least one course in non-Western/Third World history, culture, or educational practice in either the humanities or Social sciences.

Special Education

Master of Arts (MA) in Special Education with LBS1 Approval

Admission

Applicants to this program must have earned a bachelor’s degree with a grade point average of 2.7 on a 4.0 scale and have a passing score on the ICTS Basic Skills Test. To be eligible to continue in the program, a student must complete six semester hours of professional education course work with a grade of B or better.

Degree requirements

To earn the MA in special education, students must complete 11 courses (40 semester hours) and all field experiences. Sped 419, Sped 442, Sped 443, Sped 445, Sped 446 have field experience components that provide important first-hand experience in the classroom. Students enrolled in field experience courses participate in the classroom as observers and participants in individual, small group, and large group activities. Because the special education program leads to Type 10 PreK-21 certification, field experiences are planned to include experiences in early childhood, elementary, middle school, and secondary settings. In addition, placements are carefully arranged in order to assure that students have experience in inclusion settings, resource, and self-contained special education classrooms.

Practicum in special education is divided into two experiences during the same 15-week term: a five-week internship and a ten-week student teaching placement. It is arranged in this way in order to provide an intensive experience for teacher candidates at the preschool, elementary, middle and secondary school level. Internship and student teaching are planned with consideration for each student’s needs and interests. It is open only to those students who have successfully completed all of the appropriate general education, methods, and field experience courses and who have satisfied College requirements. Formal application two se-
Course requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sped 419 Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>Read 420 Teaching Reading in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Sped 421 Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Sped 440 Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Sped 442 Characteristics and Methods of Teaching Students With Disabilities: Focus on Cognition</td>
<td>4</td>
</tr>
<tr>
<td>Sped 443 Characteristics and Methods of Teaching Students With Disabilities: Focus on Behavior</td>
<td>4</td>
</tr>
<tr>
<td>Sped 445 Characteristics and Methods of Teaching Students With Disabilities: Focus on Physical and Other Health-Related Impairments</td>
<td>4</td>
</tr>
<tr>
<td>Sped 446 Characteristics and Methods of Teaching Students With Disabilities: Focus on Perception and Other Specific Learning Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>Sped 461 Internship in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Sped 470 Student Teaching in Special Education</td>
<td>6</td>
</tr>
<tr>
<td>Sped 480 Inquiry in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Certification

In order to qualify for Roosevelt University's recommendation for the special education teaching certificate (Type 10), all requirements including general education work in effect at the time of application must be met as well as prerequisite professional course work. The Illinois State Board of Education also requires satisfactory scores on the ICTS Basic Skills Test, the LBS1 Test prior to issuing a certificate, the general Content Area test, and the Assessment of Professional Teaching test.

Students graduating and applying for the special education certificate must meet the general education requirements listed below along with six semester hours of prerequisite professional course work. If their bachelor's degree program has deficiencies in the general education requirements or prerequisite professional course work, they may complete this work concurrently with the master's degree requirements. Faculty advisors can inform students about which undergraduate courses may be accepted in fulfillment of the requirements. Students must have earned at least a 2.5 grade point average with no grade lower than C for all courses used to satisfy the general education requirements for written communication, mathematics, sciences, humanities, and Social sciences.

General education requirements for state certification in special education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills (competency at Eng 102)</td>
<td>6</td>
</tr>
<tr>
<td>College-level Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Biological and physical sciences, including one laboratory course</td>
<td>7</td>
</tr>
<tr>
<td>Humanities, including American history</td>
<td>9</td>
</tr>
<tr>
<td>Social sciences, including American government</td>
<td>9</td>
</tr>
</tbody>
</table>

One course that is multicultural must be selected from humanities or Social sciences. Courses in history, other than American history, may count as humanities or Social science.

Prerequisite professional course work

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and philosophy of American education</td>
<td>3</td>
</tr>
<tr>
<td>Human development</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Education LBS1 Approval

This program is intended for current teachers who hold an early childhood (Type 04), elementary (Type 03), or secondary (Type 09) teaching certificate and who wish to receive state approval to teach students with special needs. The courses are also available to individuals who hold a special education (Type 10) certificate in a specific category of disability and who need to lift a limited status on the State's newly established LBS1 approval.

Admission

Students may enroll in the series of courses leading to LBS1 approval as either a graduate student in the graduate certificate program, taking only the courses required for the State Approval or as a degree-seeking graduate student. Students who wish to take the approval courses as a part of a graduate degree program should apply to the Master of Arts in Teacher Leadership (MATL) program at Roosevelt University. The approval courses then become the elective course work within the MATL program.

Approval requirements

The State requirements for a special education approval (LBS1) on an existing certificate include four courses and a total of 14 semester hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sped 419 Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>Sped 440 Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Sped 442 Characteristics and Methods of Teaching Students With Disabilities: Focus on Cognition</td>
<td>4</td>
</tr>
<tr>
<td>or Sped 445 Characteristics and Methods of Teaching Students With Disabilities: Focus on Physical and Other Health-Related Impairments</td>
<td>4</td>
</tr>
<tr>
<td>Sped 443 Characteristics and Methods of Teaching Students With Disabilities: Focus on Behavior</td>
<td>4</td>
</tr>
<tr>
<td>or Sped 446 Characteristics and Methods of Teaching Students With Disabilities: Focus on Perception and Other Specific Learning Disabilities</td>
<td>4</td>
</tr>
</tbody>
</table>
Chicago College of Performing Arts

Founded in 1997, Chicago College of Performing Arts brings together Roosevelt University’s professional degree programs in The Theatre Conservatory and The Music Conservatory. The mission of the College is to nurture, support, and develop creative artists who are able to express most effectively what Ernest L. Boyer has called “the deepest concerns of the human mind and the highest aspirations of the human spirit.” By educating gifted performers and inspired teachers, Chicago College of Performing Arts enriches our Society beyond measure. Programs of study are administered by The Theatre Conservatory and The Music Conservatory, each of which is fully described in the following sections.

The Theatre Conservatory

The Theatre Conservatory is located in Roosevelt University’s Chicago campus, home to the acclaimed Auditorium Theatre and the blockbuster hits Les Miserables, Phantom of the Opera, Miss Saigon and Showboat. Centered with the heart of downtown Chicago, Roosevelt is ideally situated to educate and train its students. Chicago is one of America’s greatest theatre cities and home to over 100 professional theatre companies. Roosevelt’s campus is within walking distance of world-renowned arts institutions such as the Goodman Theatre, The Chicago Symphony Orchestra, The Art Institute of Chicago, and the Lyric Opera.

The Theatre Conservatory focuses on professional actor training at both the graduate and undergraduate levels. Each of the graduate programs offered is outlined below in detail. Students intending to pursue graduate studies in Theatre should contact the admission coordinator for The Theatre Conservatory at (312) 341-2162 to learn more about the programs and to schedule the required audition/interview as required.

Admission to the graduate programs in theatre

Requirements for admission to the M.F.A. and M.A. programs in Theatre include an audition, an interview, letters of recommendation and official undergraduate transcripts. Requirements for admission to the M.A. Summer Fast-Track Program include an application to that program, although no audition is required.

Professional internships

As an integral part of a student’s training, The Theatre Conservatory encourages advanced students to work with professional theatre companies through specially arranged internships. The University has previously arranged internships with theatres such as The Goodman Theatre, Steppenwolf Theatre Company, Chicago Shakespeare Theatre, and Lookingglass Theatre Ensemble, as well as many other theatres in the Chicago area and throughout the nation. Participation is by consent of faculty only, and permission must be arranged before the internship is undertaken.
The Theatre Conservatory health policy
Successful completion of a degree program in The Theatre Conservatory requires that a student be in good health and have the stamina required to participate safely. The Conservatory recommends that students have regular medical checkups and report any pre-existing vocal, physical, or psychological conditions that might affect their work to the appropriate faculty member. Because of the specialized nature of the work involved in theatre training, a general physical may not be sufficient to detect conditions such as vocal or orthopedic pathologies. When deemed necessary by a faculty member, the recommendation will be made that a student consult a physician or specialist of the student’s choice in order to insure that participation in course work or rehearsals will not compromise the student’s health. In cases where such a recommendation is made, a faculty member has the option of requiring documentation from a doctor that continued participation is not contraindicated before the student will be allowed to resume participation in the class or rehearsal. As much as possible, theatre faculty and the administration of The Conservatory will work with students to adjust assignments and schedules as needed for vocal and physical or psychological rehabilitation. If, however, severe pathological conditions prevent satisfactory participation and progress in the training, a student will be requested to take a leave of absence until such time as sufficient health is regained.

Master of Fine Arts (MFA) in Acting
Based on national auditions, ten students are selected to enter the Master of Fine Arts program in Acting every other year. Students accepted into the M.F.A. program will receive full tuition remission for their three years of full-time study. The M.F.A. in Acting is designed for students entering the professional theatre. This program requires a minimum of 60 semester hours in theatre as outlined below. The number of semester hours required in voice and dance varies based on individual advising. Courses must be completed with grades of A or B. Students who do not complete the requirements for THAR 494 (Thesis Project) by the end of the summer following their final semester in classes will be required to register for one semester hour of credit for this course every fall and spring semester until it is completed to maintain matriculation. The time limit set for completion of graduate degrees is set by Roosevelt University.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thar 099 Performance Attendance (every semester)</td>
<td>0</td>
</tr>
<tr>
<td>Thar 403 Dramaturgy</td>
<td>3</td>
</tr>
<tr>
<td>Thar 409 Conditioning (four semesters)</td>
<td>0</td>
</tr>
<tr>
<td>Thar 420 Acting for the Musical Stage I</td>
<td>3</td>
</tr>
<tr>
<td>Thar 430 Acting on Camera I</td>
<td>3</td>
</tr>
<tr>
<td>Thar 431 Acting on Camera II</td>
<td>3</td>
</tr>
<tr>
<td>Thar 432 Advanced Vocal &amp; Physical Preparation I</td>
<td>4</td>
</tr>
<tr>
<td>Thar 433 Advanced Vocal &amp; Physical Preparation II</td>
<td>3</td>
</tr>
<tr>
<td>Thar 434 Advanced Vocal &amp; Physical Preparation III: Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>Thar 435 Advanced Vocal and Physical Preparation IV: Dialects</td>
<td>3</td>
</tr>
<tr>
<td>Thar 440 Audition Techniques and the Theatre Business</td>
<td>3</td>
</tr>
<tr>
<td>Thar 441 Stage Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Arts in Theatre
The program for the Master of Arts in theatre is designed to serve those students intending to pursue a doctorate and those students who wish to teach theatre on a secondary school or community college level. This program requires a minimum of 36 semester hours in theatre as outlined below. Courses must be completed with grades of A or B. A thesis or a thesis project is required for the MA degree; the determination of which is appropriate will be made by the faculty of The Theatre Conservatory. Students who do not complete the requirements for Thar 490 or Thar 494 by the end of the summer following their final semester in classes will be required to register for one semester hour of credit for this course every fall and spring semester until it is completed to maintain matriculation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thar 099 Performance Attendance (every semester)</td>
<td>0</td>
</tr>
<tr>
<td>Thar 481 Introduction to Asian Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Thar 409 Conditioning (every semester)</td>
<td>0</td>
</tr>
<tr>
<td>Thar 441 Stage Management</td>
<td>3</td>
</tr>
<tr>
<td>Thar 403 Dramaturgy</td>
<td>3</td>
</tr>
<tr>
<td>Thar 432 Advanced Vocal &amp; Physical Preparation I</td>
<td>3</td>
</tr>
<tr>
<td>Thar 433 Advanced Vocal &amp; Physical Preparation II</td>
<td>3</td>
</tr>
<tr>
<td>Thar 448 Stage Directing I</td>
<td>3</td>
</tr>
<tr>
<td>Thar 450 Rehearsal and Performance (every semester)</td>
<td>varies</td>
</tr>
<tr>
<td>Thar 452 Advanced Acting: Technique</td>
<td>3</td>
</tr>
<tr>
<td>Thar 453 Advanced Acting: Scene Study</td>
<td>3</td>
</tr>
<tr>
<td>Thar 470 Advanced Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>Thar 471 Stage Combat I</td>
<td>3</td>
</tr>
<tr>
<td>Thar 473 Stage Combat II</td>
<td>3</td>
</tr>
<tr>
<td>Thar 475 Adv Vocal &amp; Physical Prep: Comedy &amp; Character</td>
<td>3</td>
</tr>
<tr>
<td>Thar 481 Introduction to Asian Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Thar 484 Advanced Theatre Studies: Performance of Literature</td>
<td>1</td>
</tr>
<tr>
<td>Thar 484 Advanced Theatre Studies: Acting</td>
<td>2</td>
</tr>
<tr>
<td>Thar 487 Shakespeare in Performance</td>
<td>3</td>
</tr>
<tr>
<td>Thar 488 Advanced Acting: Period Styles</td>
<td>3</td>
</tr>
<tr>
<td>Thar 492 Advanced Studies in Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>Thar 493 Advanced Studies in Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>Thar 494 Thesis Project</td>
<td>3</td>
</tr>
<tr>
<td>Perf 416 Ensemble Singing</td>
<td>1</td>
</tr>
<tr>
<td>Applied Voice</td>
<td>varies</td>
</tr>
<tr>
<td>Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

Applied Voice, Dance, and Performance Attendance are mandatory for all students in the MFA and MA programmes.
Master of Arts (MA) Fast Track Summer Program in Theatre Directing

The Theatre Conservatory at Roosevelt University offers a Fast Track Master’s in theatre directing to serve the needs of highly motivated, in-service high school drama teachers. In three intensive six-week summer sessions over a three-year period, students complete 30 semester hours of required course work. Students then do their thesis productions for an additional three semester hours at their own schools. An appropriate representative of the faculty of The Theatre Conservatory comes to each candidate’s school to jury the thesis production.

The faculty of the Fast Track program is comprised of working professionals, including Roosevelt University resident faculty and staff. The program stresses practical training for the secondary educator in tandem with special workshops and lectures with professionals in the field. Enrollment in the program is limited.

As an integral component of the Fast Track program, students are taken to various Chicago area theatres to view productions as an extension of the classroom experience. Opportunities to meet the actors, directors, and others involved in the productions are included as a part of the theatre-going experience when possible.

Thar 400 Special Problems in Theatrical Production I:
   Lights, Sound, Make-up ........................................ 4
Thar 401 Special Problems in Theatrical Production II:
   Sets, Props, Costumes ......................................... 4
Thar 402 Dramaturgy and Production Preparation .............. 4
Thar 406 Stage Movement and Combat ............................. 4
Thar 407 Voice and Body Training ................................ 3
Thar 408 Period Styles ................................................. 3
Thar 411 Stage Direction: Literary Adaptation .................... 3
Thar 448 Stage Directing I ............................................ 3
Thar 449 Stage Directing II .......................................... 3
Thar 494 Thesis Project ................................................ 3

Fast Track class rotation schedule

Summer of 2009: Thar 400, Thar 408, Thar 449
Summer of 2010: Thar 401, Thar 406, Thar 411

The Music Conservatory

The Music Conservatory was founded in 1867 as the Chicago Musical College, a conservatory whose primary focus was the intensive and rigorous training of young men and women preparing for careers as professional musicians. In 1954, the Chicago Musical College became part of Roosevelt University, enhancing this tradition by adding the multifaceted educational opportunities afforded by a major university. In 1997, the Chicago Musical College joined with the University’s theatre program to become the College of the Performing Arts; and in 2000, it was renamed The Music Conservatory of Chicago College of Performing Arts.

Today, the mission of The Music Conservatory is to offer a musical education of the highest possible quality within the diverse, intellectually challenging setting of a major university, located in a major world city, with programs of study that are relevant to the performing, composing, and teaching of music in today’s complex world. The goals of The Music Conservatory are to:

- develop students’ individual professional excellence
- provide a well-rounded education in music and related fields
- acquaint all students both with the past musical traditions and with the music of today
- stress creative performance and skills
- prepare graduates for successful employment in all fields of music
- broaden the base of participation in the musical life of the city and nation

The Music Conservatory is organized into departments coordinated by the director. Curricula are available with majors in voice, guitar, composition, orchestral studies, piano, and string, wind, or percussion instruments. In each field, the degree of Master of Music is conferred upon the candidate who completes all requirements. The College also offers post-master’s diplomas in performance, orchestral studies and opera, and a certificate in vocal pedagogy. A high standard of achievement has been set for all curricula.

Entrance requirements

Applicants for the Master of Music degree should hold a Bachelor of Music degree or equivalent. Qualified students holding a Bachelor of Arts degree with a major in music may be admitted if they fulfill departmental entrance requirements. Credit and admission to candidacy for the MM degree are contingent, however, upon satisfaction of departmental Bachelor of Music requirements. Students’ programs may be extended by the need to complete undergraduate prerequisite courses in their field of study. Applicants for one of the diploma programs must hold the Master of Music degree or the equivalent.

Students who wish to major in performance must present an entrance audition consisting of four contrasting works of master’s program level and quality. Recorded auditions will be accepted from students residing beyond a 500-mile radius of Chicago. (The faculty reserves the right to validate recorded audition materials.) Students intending to major in composition should submit a portfolio of at least three substantial original works, including recordings as well as scores, programming, and other media where appropriate. Please refer to the CCPA website for specific requirements.
Before registering for their first semester, students seeking the Master of Music degree must take a diagnostic examination in music theory, including form and analysis, and music history. Overview courses, which do not apply towards the master's degree, are offered for students who need review work in these areas. If the results of the examination indicate the need for overview courses, the student is required to take them in the first semester of graduate study. A study guide for the examination is available in the office of the coordinator for recruitment and student services at The Music Conservatory.

International students will be tested for English language proficiency upon arrival at the University. Students with language deficiencies will enroll for the requisite courses in the English Language Program (ELP). Courses from ELP 70 through ELP 93 must be completed in three semesters or less. Upon completion of all 90-level ELP classes, students will enroll for ELP 111. Upon completion of ELP 111, students will enroll for ELP 121 English Support for International Graduate Students in Music concurrently with their first academic course in music. Students are encouraged to audit ELP 121 in subsequent semesters if they desire additional support for their academic studies.

Academic performance and requirements
The grades of A and B are the only grades that satisfy requirements for the master's degree in a music student's major course sequence. Two grades of C, with a maximum of six semester hours of credit, are acceptable toward graduation in a course outside the major. Students must maintain a minimum grade point average of 3.0 (B) in all courses applied towards the degree. A student who fails to maintain a 3.0 grade point average in any one semester will be placed on probation.

Up to nine semester hours of graduate credit may be accepted in transfer; with the approval of the director of The Music Conservatory, provided such credit was earned at an accredited college or university and was not applied to another degree. All graduate credits offered by the candidate for the master's degree must have been earned within six calendar years. For additional information, consult the Policies and Procedures section of this catalog.

Each candidate plans his/her course of study with an advisor. Employed students are expected to limit their course loads to the amount of work they can complete without sacrificing quality. Students' progress is reviewed after nine semester hours have been completed; students must have met departmental standards at this juncture to continue enrollment in their program.

Graduation requirements
All candidates for the MM degree must meet the following requirements before the degree will be granted:
- Enrollment of two academic years
- Completion of departmental course requirements
- Presentation of a recital or thesis composition
- Completion of comprehensive examination

Comprehensive Examination for Performance Majors
Students in the M.M. performance major programs will complete a sixty-minute comprehensive examination during the final semester in residence. The Comprehensive Examination consists of a Coursework Review and a Recital Review.

For the Coursework Review, students will present one example of written work developed during the course of a graduate class (i.e., anything other than applied lessons and ensembles). The example may consist of a research paper, original essay, analysis, final examination, or other project; it is recommended that the example be relevant to the student's major and performance interests. Each student will meet with an assigned faculty committee to discuss the methods, opinions, judgments, arguments, and conclusions in the submitted example.

The Recital Review focuses on three pieces or movements selected by the student from the graduate recital program. Students will prepare a harmonic/analytical discussion of one piece; a historical discussion of a second; and a performance-oriented discussion of a third. The performance-oriented discussion may deal with interpretive, stylistic, technical, and/or pedagogical matters. After each presentation, there will be a discussion with the faculty committee.

The committee for both reviews will be the same and will consist of three full-time faculty members (from both academic and performance departments), to be assigned by the Associate Dean/Director in consultation with the department chair during the student's first semester. Deadlines for submission of review materials are distributed during the fall semester.

Grading for the comprehensive examination will be pass/fail. A failing grade may be assigned for not meeting the necessary deadlines. For any grade of "fail," the student will be given a detailed report from the committee and will have up to one calendar year to retake the review, exhibiting the necessary improvements.

Comprehensive Examination for Composition Majors
Students in the composition major will complete a comprehensive examination during the final semester in residence, after the recital and thesis presentation have taken place. The examination will last approximately 45 minutes and has two components.

1) The student shall assess her/his development as a composer while in residence at CCPA and demonstrate evidence of synthesis and the emergence of a personal voice. This assessment shall include a comprehensive discussion of her/his compositions, citing influences of specific composers, compositions, and techniques (including theoretical analysis and historical significance of these). The student will also present a Curriculum Vitae of all compositional activities (performance, pieces, awards, publications, and recordings) while in residence at CCPA.

2) The student will present two pieces by other composers to be used as discussion points. The student will place each piece in its historical context, discuss the background of the genre, present a biographical sketch of the composer, and explain the piece's structure and workings.
During the first semester, the student will be assigned an examining committee composed of faculty members from the Academic Music Department; the committee will evaluate the comprehensive examination as well as the thesis and the recital. Deadlines for submission of materials are distributed during the fall semester.

Grading for the comprehensive examination will be pass/fail. A failing grade may be assigned for not meeting the necessary deadlines. For any grade of "fail," the student will be given a detailed report from the committee and will have up to one calendar year to retake the review, exhibiting the necessary improvements.

Performance attendance
The Music Conservatory requires all majors to fulfill a performance attendance requirement. Students must attend a minimum of six college-sponsored performances each semester during the first two semesters of their residency. Specific requirements will be announced at the beginning of each semester.

Ensemble participation
Degree-seeking students are required to participate in all performing organizations to which they are assigned by the director and faculty. Assignments are made at the beginning of each semester following seating and placement auditions. Students may request permission to register for additional ensembles beyond those required for the degree or diploma. In order to maintain the highest possible standards in each performing group, school functions take precedence over outside activities. Excused absences from rehearsals may occasionally be granted for participation in competitions or auditions, but they must be approved through the established process for such requests.

Majors
Performance
Candidates for a Master of Music degree with a major in performance will study important works from the traditional and modern repertory and will present a well-balanced recital of appropriate difficulty.

Electives will be chosen in consultation with the advisor and may include ensembles or coursework (not additional applied lessons). With the permission of the advisor and the director, students may substitute directed study or independent projects for required course work that duplicates advanced courses taken at the undergraduate level.

Master of Music (MM) with Major in Piano
Perf 099 Performance Attendance (two semesters) ....... 0
Piano 411, 412, 413, 414 .................................. 16
Graduate Recital 420 ..................................... 1
Music academic electives ................................... 15
Perf 419 Introduction to Historical Keyboard Instruments .... 3

Mpe 430 Advanced Piano Pedagogy .......................... 3
Ens 407 Chamber Music Ensemble .......................... 2

Music academic electives will include a minimum of three MAS (Music Academic Studies) courses. One of these courses must be in music since 1900.

Master of Music (MM) with Major in Voice
Proficiency in Italian, German and French is required for voice majors. It is expected that students will have taken at least one year of college-level study in Italian, and at least one semester of college-level study in French and German, as part of their undergraduate programs. Students who have not achieved this proficiency will be required to complete these courses before graduation, in addition to the coursework shown below.

Perf 099 Performance Attendance (two semesters) ........ 0
Voice 411, 412, 413, 414 .................................. 16
Graduate Recital 420 ..................................... 1
Music academic electives ................................... 12
Perf 481 Seminar: Topics for the Professional Singer ........ 4
Ens 401 Conservatory Choir ................................ 2
Perf 425, 426, or 427 Opera Studies ........................ 3

Music academic electives will include a minimum of four MAS (Music Academic Studies) courses. One of these courses must be in music since 1900.

Master of Music (MM) with Major in Classical Guitar
Perf 099 Performance Attendance (two semesters) ........ 0
Guitar 411, 412, 413, 414 .................................. 16
Graduate Recital 420 ..................................... 1
Music academic electives ................................... 12
Mpe 465 Guitar Pedagogy ................................... 3
Perf 434 History and Development of the Guitar and its Repertory 3
Ens 409 Classical Guitar Ensemble .......................... 4
Guided Elective .............................................. 1-3

Music academic electives will include a minimum of four MAS (Music Academic Studies) courses. One of these courses must be in music since 1900.

Master of Music (MM) with Major in Violin, Viola, Violoncello, Double Bass, Harp, Flute, Oboe, Clarinet, Bassoon, Saxophone, Horn, Trumpet, Trombone, Tuba, Percussion
Perf 099 Performance Attendance (two semesters) ........ 0
Applied Music 411, 412, 413, 414 (major instrument) .... 16
Graduate Recital 420 ..................................... 1
Music academic electives ................................... 12
Ens 402 or 403 Orchestra or Wind Ensemble ............... 4
Ens 407 Chamber Music .................................... 4
Perf 410 Orchestral Seminar ................................ 2
Music academic electives will include a minimum of four MAS (Music Academic Studies) courses. One of these courses must be in music since 1900.

Master of Music (MM) with Major in Orchestral Studies

This highly selective program is open to students majoring in a woodwind or brass instrument, or percussion. In order to be considered for acceptance to the program, students must demonstrate significant familiarity with, and accomplishment in, orchestral excerpts and repertory.

- Perf 099 Performance Attendance (two semesters) .................. 0
- Applied Music 411, 412, 413, 414 (major instrument) ............. 16
- Perf 401, 402, 403, 404 Orchestral Excerpts ......................... 8
- Perf 410 Orchestral Seminar ............................................ 2
- Perf 405 Audition Workshop .............................................. 4
- Ens 402 Orchestra ............................................................ 4
- Ens 407 Chamber Music ................................................... 2
- Music Academic Electives .................................................. 9

Music academic electives

Performance majors must choose from among the following to fulfill their course requirements. At least one course taken must be in music since 1900. Not all courses are offered every year.

MAS Music Academic Studies

- 405 Studies in Counterpoint
- 418 Studies in Piano Literature
- 419 Studies in Song Literature
- 438 Studies in Orchestral Literature
- 439 Studies in Chamber Music Literature
- 445 Seminar in Opera
- 461 Schenkerian Analysis
- 465 Pedagogy, Perception, and Practice
- 471 Seminar in Early Music
- 472 Seminar: Classic Era
- 473 Seminar: Romantic Era
- 474 Seminar: Studies in Music 1900-1950
- 475 Seminar: Studies in Music Since 1950
- 480 Seminar: Special Topics

MTA Music Theory and Analysis

- 402 Advanced Orchestration

MUHL Music History and Literature

- 421 Performance Practice 1600-1800
- 422 Performance Practice Since 1800

Music academic electives will include at least three MAS (Music Academic Studies) courses.

Diplomas and Certificates

Performance Diploma

The Performance Diploma is designed for the accomplished instrumental performer who wishes to continue performance studies at an advanced level. In their lessons, students may concentrate on solo and orchestral or chamber music repertory. Two full recitals will be given, one at the end of each year in residence.

Orchestral instruments majors will be assigned to a large ensemble each semester.

- Applied Music 451, 452, 453, 454 ........................................ 24
- Perf 418 Recital ............................................................... 4
- Ensembles ......................................................................... 4-6
- Music electives ............................................................... 2-6

Master of Music (MM) with Major in Composition

For the thesis project, the candidate for the Master of Music in composition must compose a work of at least ten minutes for wind ensemble or orchestra, or a work of at least fifteen minutes for large chamber ensemble (10-15 performers), or an electroacoustic work of at least fifteen minutes. Two copies of the full score (or recordings and programming if appropriate) and one set of parts must be submitted to the student's committee by April 1 for spring graduation or November 15 for fall graduation. All candidates must present a recital of original music, including program notes, of at least 30 minutes duration (at least two works). All music on the recital is to be written during the student's residency at CCPA. The thesis composition may be programmed on the recital. The program for the recital must be approved by the primary composition teacher no later than six weeks in advance of the recital date. During the final semester in residence, students will give a presentation on their compositions and compositional techniques in the Composition Seminar.

- Perf 099 Performance attendance (two semesters) .................. 0
- Mcmp 411, 412, 413, 414 Graduate Composition I, II, III, IV ....... 16
- Music electives selected from courses offered in the department .. 9
- Mta 402 Advanced Orchestration ........................................ 3
- Mas 474 Studies in Music Since 1900 .................................... 3
- Mas 475 Studies in Music Since 1950 .................................... 3
- Pia 401, 402 ................................................................. 4
- Mcmp 490 Thesis ......................................................... 2
- Mcmp 225 Composition Seminar ...................................... 0

Music academic electives will include at least three MAS (Music Academic Studies) courses.
### Professional Diploma in Orchestral Studies

This highly selective program is open to students majoring in a woodwind or brass instrument, or percussion. In order to be considered for acceptance to the program, students must demonstrate significant familiarity with, and accomplishment in, orchestral excerpts and repertory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music 451, 452, 453, 454 (major instrument)</td>
<td>16</td>
</tr>
<tr>
<td>PERF 411, 412, 413, 414 Orchestral Excerpts</td>
<td>8</td>
</tr>
<tr>
<td>PERF 418 Solo Performance</td>
<td>2</td>
</tr>
<tr>
<td>PERF 410 Orchestral Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PERF 405 Audition Workshop</td>
<td>6</td>
</tr>
<tr>
<td>ENS 402 Orchestra</td>
<td>4</td>
</tr>
</tbody>
</table>

### Professional Diploma in Opera

The Professional Diploma in Opera is a collaborative program offered in cooperation with the Chicago Opera Theater. It is a two-year post-master’s certificate program that offers scholarship-supported advanced education. It is intended for young artists with a significant level of vocal training and potential who are seeking an operatic career. Students who audition for the program must be admitted by the CCPA voice faculty for post-master’s-level study and must also be deemed acceptable by the general director of Chicago Opera Theater for its Young Artist Program.

The diploma consists of 24 semester hours of credit. During the fall semesters of both the first and second years, students will take voice lessons, performance classes, coaching and a professional seminar. Additional courses, such as Italian diction, stage combat, acting and movement, and role preparation may be recommended to fill gaps in their training. These courses will be chosen in consultation with the opera diploma advisor. During the spring semesters of both the first and second years, students will continue with private voice study at Chicago College of Performing Arts in addition to functioning as Young Artists at Chicago Opera Theater, where they will understudy lead roles in current repertoire and perform small roles, chorus, and ensemble work.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice 451, 452, 453, 454</td>
<td>16</td>
</tr>
<tr>
<td>Perf COT Opera Theatre Internship</td>
<td>4</td>
</tr>
<tr>
<td>Perf 440 Seminar in Opera Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

### Certificate in Vocal Pedagogy

This certificate is designed for accomplished singers who wish to specialize in the study of voice teaching. Course work includes studies in voice and pedagogy as well as practical experience in individual and group instruction.

For students concurrently enrolled in the Certificate in Vocal Pedagogy and the Voice Performance degree, Vo 401 will be waived. Courses in the certificate program may not substitute for degree requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vo 401 Applied Study in Voice</td>
<td>3</td>
</tr>
<tr>
<td>Mpe 459 Introduction to Vocal Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>Mpe 460 Advanced Vocal Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>Mpe 461 Practicum in Vocal Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>
Evelyn T. Stone College of Professional Studies

The College of Professional Studies is honored to bear the name of Evelyn T. Stone, an early supporter of Roosevelt University and close friend to its first president, Edward J. Sparling. A lifelong champion of education, Evelyn served as valedictorian of her high school class, was conversant in four foreign languages, and was an accomplished violinist and pianist. She was married to Jerome H. Stone and raised three children in the Chicago metropolitan area. During the late 1960s, in her prime at the age of 50, she fell victim to Alzheimer's disease. In an effort to heighten awareness about Alzheimer's disease, to serve patients and families, and to recognize Evelyn's educational contributions, Mr. Stone organized and became Founding Chairman of the Alzheimer's Association USA, headquartered in Chicago, and founded Alzheimer's Association International, headquartered in London. These organizations have been effective in focusing global attention on the disease and on the research necessary for its cure. Jerome H. Stone is Chairman Emeritus of Roosevelt University’s Board of Trustees; his son, James H. Stone, also serves as a University trustee and is currently secretary to the Board. The Evelyn T. Stone College of Professional Studies is proud of its more than 8,500 graduates and remains dedicated to the principles and values upon which it was founded.

Evelyn T. Stone College of Professional Studies
(formerly Evelyn T. Stone University College)

Since its founding in 1966, the Evelyn T. Stone College of Professional Studies has served as a local and national leader in adult education. With its focus on innovation, outreach, and student centeredness, University College offers a variety of post-baccalaureate programs designed for busy adult learners. The hospitality and tourism management program offers an Executive Certificate, a Teacher Certificate, and a Master of Science degree, allowing students to develop and enhance their professional abilities in the growing hospitality and tourism industry. To prepare students for leadership positions in organizations, the program in training and development offers four certificates and a Master of Arts degree in classroom and fully online formats. For students interested in the legal profession, the Paralegal Studies Program offers a noncredit post-baccalaureate certificate that prepares students for paralegal responsibilities. In all of its programs, the Evelyn T. Stone College of Professional Studies fulfills its mission of delivering a valuable education to every qualified student in ways that meet changing needs.

The Manfred Steinfeld School of Hospitality and Tourism Management

Manfred Steinfeld is the generous benefactor of Roosevelt University’s School of Hospitality and Tourism Management. The program values Mr. Steinfeld’s knowledge, experience, and generosity. With campuses on Chicago’s Michigan Avenue and in suburban Schaumburg, the
School offers the only undergraduate and graduate programs in Illinois to prepare students for management and leadership careers in the hospitality and tourism industry. The industry is a major employer in the Chicago area and throughout the world; employees with academic degrees, work experience, and technology and research skills have an advantage over unskilled employees. A Roosevelt degree in hospitality and tourism management provides students with this valuable employment advantage.

No better place exists to learn this industry than the Chicago metropolitan area with its rich blend of ethnic cultures and cuisine, arts and entertainment, sports and recreation. The program prepares students in three areas of emphasis: lodging management, food and beverage management, and meeting, convention, and exhibition management. Faculty members are committed to students and their professional growth as they integrate classroom study with the lively metropolitan workplace. Program participants may gain experience through professional partnerships with leading hotels, restaurants, meeting and convention facilities, associations, tourism offices, airline carriers, and others.

Master of Science in Hospitality and Tourism Management (MSHTM)

This degree helps students develop and enhance professional leadership abilities, technical and research skills, and career opportunities through a blend of theory and practice. Theoretical areas of study include management theory and practice, operations analysis, organizational and leadership development, cultural diversity, and research methods. Professional areas of study include lodging management, food and beverage management, meeting, convention, and exhibition management; and other elective courses in hospitality and tourism, business, or training and development. Through intensive study, students engage in creative problem solving and apply research methods to issues and trends in the industry.

The ideal candidate for the Master of Science in Hospitality and Tourism Management at Roosevelt University is the management professional with significant industry experience, an individual who seeks an opportunity to develop professional competencies through a graduate program in the field. Such an individual may have an undergraduate degree in hospitality management, business, or in a related field. The graduate program also allows individuals seeking positions within hospitality management education to develop skills and understanding required in adult education. An interested professional whose credentials may differ from the background suggested as ideal may qualify for admission by enrolling in selected prerequisite courses prescribed by the graduate advisor.

The Master of Science in Hospitality and Tourism Management degree requires successful completion of at least 30 semester hours of course work including five core courses, one or more seminars, electives, and a graduate thesis or master’s project. The selection of seminar(s) is based on the student’s academic and professional objectives.

Core courses:

- Hosm 400 Issues and Trends in Hospitality & Tourism Industry Mgmt 3
- Hosm 410 Applied Research Methods in Hospitality & Tourism Mgmt 3
- Hosm 420 Mgmt Theories and Practices in the Hosp & Tourism Industry 3

Seminars:

- Hosm 450 Graduate Seminar in Food and Beverage Mgmt 3
- Hosm 460 Graduate Seminar in Lodging Mgmt 3
- Hosm 470 Grad Seminar in Meeting, Convention, and Exhibit Mgmt 3

Thesis or project:

- Hosm 490 Research Thesis in Hospitality and Tourism Management 3
- Hosm 499 Master’s Project in Hospitality and Tourism Management 3

A student who has not completed a thesis or other final project must maintain continued registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

Electives:

Three courses chosen in consultation with the graduate advisor… 9

Executive Certificate Program in Hospitality and Tourism Management

This five-course sequence is designed to meet the educational and career advancement goals of hospitality and tourism professionals. Students can complete this program in as few as three semesters or one academic year. No course substitutions are granted in the certificate sequence.

- Hosm 400 Issues and Trends in Hospitality & Tourism Industry Mgmt 3
- Hosm 410 Applied Research Methods in Hospitality & Tourism Mgmt 3
- Hosm 420 Mgmt Theories & Practices in the Hosp & Tourism Industry 3
- Hosm 430 Operations Analysis 3
- Hosm 440 Org Development, Multiculturalism, and Cultural Diversity 3

Hospitality Educator Certificate

Roosevelt University’s Manfred Steinfeld School of Hospitality and Tourism Management assists secondary school teachers and community college instructors with developing hospitality education programs. The Hospitality Educator Certificate is designed for teachers who seek formal course work in hospitality and tourism, who organize and administer cooperative education, and who desire a workplace experience in the industry. The three graduate-level courses comprising the Hospitality Educator Certificate provide information and experiences that enable participants to enhance their instructional programs. No course substitutions are granted in the certificate sequence.

- Hosm 445 Methods of Teaching Hospitality and Tourism Subjects 3
- Hosm 446 Organizing and Administering Cooperative Education Programs 3
- Hosm 447 Workplace Practicum 3
Admission
All candidates seeking admission to the Master of Science in Hospitality and Tourism Management, the Executive Certificate Program in Hospitality and Tourism Management, or the Hospitality Educator Certificate should submit a completed graduate application, a current resume, and a goal statement. Applicants must meet the requirements of Roosevelt University’s graduate division, which are outlined in the graduate admission section of this catalog. The director of hospitality and tourism management, who acts as the graduate advisor, interviews all candidates. Admission decisions are based on prior academic performance, work experience, career goals, and general suitability to the profession.

Internships
Several Chicagoland organizations provide paid and unpaid internships for students. The School maintains and updates internship opportunities regularly; and faculty, well-connected to the industry, are available to assist with placement. An advisory council, comprised of leaders in the industry, actively supports the program.

Paralegal Studies Program

Post-baccalaureate Certificate
The Paralegal Studies Program, approved by the American Bar Association, is designed for college graduates who wish to pursue careers in the legal profession. According to recent information provided by the United States Department of Labor, the current high demand for paralegal services is expected to continue well into this century. Roosevelt University’s Paralegal Studies Program, one of the Midwest’s oldest and largest paralegal training schools, has a long history and a strong reputation that prepares students to meet this growing need. Upon successful completion of the program, students receive a Certificate in Paralegal Studies and have practical legal skills, enabling them to assume paralegal responsibilities with confidence.

Admission
Applicants for the post-baccalaureate certificate must hold a bachelor’s degree in any discipline from an accredited institution; previous training in the law is not necessary. The program suggests an undergraduate grade point average of at least 2.5 on a 4.0 scale. Official transcripts from all undergraduate and graduate institutions must be submitted directly from the issuing institution to Roosevelt University, Paralegal Studies Program, 430 South Michigan Avenue, Chicago, Illinois 60605. The transcript from the institution issuing the bachelor’s degree must indicate that the degree was awarded. Letters of recommendation and an interview may also be requested. There is a nonrefundable application fee. For an appointment, call (312) 281-3300.

Curriculum
The curriculum, which is reviewed and updated regularly to meet American Bar Association requirements, is comprised entirely of law courses. Thus, instruction focuses on procedural and practical aspects of the profession. The program surveys paralegal employers, current students, and graduates on a regular basis to receive their insights on the curriculum and the needs of the legal community. The program also receives guidance from its board of advisors, composed of leading educators and members of the legal community.

Academic performance
Students are required to complete 24 hours of course work with grades of 70 percent or better to earn their certificates. Grades are issued on the basis of honors (90 percent or higher), pass (70 percent through 89 percent), and fail (less than 70 percent).

Training and Development
As today’s organizations seek to maximize their investment in human capital, they look to experts in the field of workplace learning and performance to guide their efforts. The Graduate Program in Training and Development prepares students for key positions in training, instructional design, e-learning, performance improvement, and organization development. This unique program combines an in-depth study of current practices with relevant theory and hands-on experience. Students learn from faculty with proven expertise in the field, and the emphasis is on up-to-date practices such as current and emerging technologies used to deliver training.

The graduate programs include a Master of Arts in Training and Development, a Graduate Certificate in Training and Development, a Graduate Certificate in Instructional Design, a Graduate Certificate in E-Learning, a Graduate Certificate in Online Teaching, and a Graduate Certificate in Performance Consulting. The complete degree program and all graduate certificates are available on both campuses as well as fully online.

Master of Arts in Training and Development (MATD)
The 36-semester-hour Master of Arts in Training and Development is designed according to current American Society for Training and Development competencies. To prepare for an array of career opportunities, students learn about training delivery, instructional systems design, organization development, evaluation research, and e-learning. In addition, students specialize in one of three areas: e-learning, organization development, or instructional design. They also choose from a range of electives to meet their individual needs and interests.

In addition to 11 courses, students are required to complete a master’s portfolio. The master’s portfolio allows students to demonstrate their competency through reflection and assessment of previously completed projects as well as enhance materials for professional presentation.

Core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trdv 400</td>
<td>Introduction to Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>Trdv 411</td>
<td>Instructional Methods and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>Trdv 422</td>
<td>Adult Learning Theory and Application</td>
<td>3</td>
</tr>
<tr>
<td>Trdv 434</td>
<td>Evaluation Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Trdv 435</td>
<td>Organization Development</td>
<td>3</td>
</tr>
</tbody>
</table>
Trdv 450 Learning Technologies .................................. 3  
Trdv 451 Instructional Systems Design .......................... 3  
Trdv 490 or 499 Master’s Thesis or Master’s Project .......... 3

A student who has not completed a thesis or other final project must maintain continued registration during subsequent semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

Concentration:
Students select one of the following three areas of concentration and take two courses in that area .................. 6

E-learning:
Trdv 432 E-Learning Strategy  
Trdv 438 Blended Learning Solutions  
Trdv 439 E-Learning Course Design  
Trdv 453 E-Learning Course Production

Organization Development:
Trdv 426 Organizational Communication  
Trdv 427 Organization Analysis and Design  
Trdv 433 Managing Organizational Change  
Trdv 441 Human Performance Technology

Instructional Design:
Trdv 429 Curriculum Planning and Development  
Trdv 439 E-Learning Course Design  
Trdv 441 Human Performance Technology

Electives:
In consultation with an advisor, students select two electives from the following list or from any areas of concentration.... 6

Trdv 420 Career Development in Organizations  
Trdv 421 Facilitation and Presentation Skills for Trainers  
Trdv 423 Team Building and Leadership Skills  
Trdv 424 Communication and Consulting Skills for Trainers  
Trdv 425 Project Management  
Trdv 428 Workplace Diversity  
Trdv 431 Global Training  
Trdv 437 Creativity in the Workplace

Graduate Certificates in Training and Development
The Graduate Certificates are an option for persons interested in this field who are not pursuing a master’s degree or who wish to enhance their current master’s degree. Admission requirements are the same as for those pursuing the MA in Training and Development, and certificate courses will count toward the full degree. The certificates are available on either campus as well as fully online.

Graduate Certificate in Training and Development
Designed for professionals in the training and development field who would like to receive formal education in the subject as well as those who have an interest in the training and development field, but are not yet working in it. The graduate certificate may be taken to enhance a Master’s degree or as a preliminary step toward attaining one. All courses are offered on both campuses and online.

Required Courses (15 semester hours):

- Trdv 400 Introduction to Training and Development ........... 3  
- Trdv 411 Instructional Methods and Delivery .................... 3  
- Trdv 451 Instructional Systems Design ............................ 3

In addition, two electives in the Training & Development curriculum:

Graduate Certificate in E-Learning
The Graduate Certificate in E-Learning provides you with the foundational knowledge and skills to effectively participate in the design, development and implementation of e-Learning programs. The program’s project-based approach allows you to gain knowledge of and demonstrate proficiency in the following areas: instructional design theory and practice, e-Learning strategies, and online courseware design and development. All courses are offered on both campuses and online.

Required courses (15 semester hours):

- Trdv 400 Introduction to Training and Development ........... 3  
- Trdv 450 Learning Technologies ................................. 3  
- Trdv 451 Instructional Systems Design ............................ 3

In addition, two courses from the following:

- Trdv 432 E-Learning Strategy  
- Trdv 438 Blended Learning Solutions  
- Trdv 439 E-Learning Course Design  
- Trdv 453 E-Learning Course Production
Graduate Certificate in Instructional Design

Instructional design is a cornerstone in the field of training and development. This certificate will provide students with knowledge in the basics of instructional design. Areas of study include instructional systems design, evaluation research, needs assessment, return on investment, adult learning concepts and designing for online delivery. All courses are offered on both campuses and online.

Required courses (15 semester hours):

- Trdv 400 Introduction to Training and Development ................. 3
- Trdv 411 Instructional Methods and Delivery ............................ 3
- Trdv 450 Learning Technologies ............................................ 3
- Trdv 451 Instructional Systems Design ................................... 3

In addition, one course from the following:

- Trdv 441 Human Performance Technology ................................. 3
- Trdv 422 Adult Learning Theory and Application ....................... 3
- Trdv 434 Evaluation Research Method ...................................... 3
- Trdv 439 E-Learning Course Design ........................................ 3

Graduate Certificate in Performance Consulting

This certificate will provide students with cutting edge skills needed by performance consultants. The three required courses in the certificate form a foundation of knowledge that will prepare learners to assess organizational needs, identify and implement solutions, and generate support. Two elective courses allows students to customize the certificate according to individual interests. All courses are offered on both campuses and online.

Required Courses (15 semester hours)

- Trdv 400 Introduction to Training and Development
- Trdv 424 Communication and Consulting Skills
- Trdv 441 Human Performance Technology

In addition, two courses from the following:

- Trdv 423 Team Building and Leadership Skills
- Trdv 425 Project Management
- Trdv 426 Organization Communication
- Trdv 427 Organization Analysis and Design
- Trdv 428 Workplace Diversity
- Trdv 433 Managing Organizational Change
- Trdv 435 Organization Development

Graduate Certificate in Online Teaching

Training and education delivered via the web is prevalent in organizations today. This certificate explores the pedagogy and provides skills and techniques needed to effectively deliver learning through an online medium. Areas of study include instructional design, online teaching theory and application and adult learning concepts. All courses are offered on both campuses and online.

Required courses (9 semester hours)

- Trdv 401 Online Teaching Theory and Application
- Trdv 422 Adult Learning Theory
- Trdv 451 Instructional Systems Design

Admission

Applicants must hold a bachelor's degree in any discipline from an accredited institution with an undergraduate grade point average of at least 2.7 on a 4.0 scale. A written statement of academic and professional goals is required and a current resume is recommended. For additional information, contact the Graduate Program in Training and Development.
ACCT 405 Accounting for Executives
Functions of the modern executive including the duties, expectations, and responsibilities. Topics from both financial and managerial accounting. Course materials are case oriented. Prerequisite: Accounting module of BADM 401. (3)

ACCT 406 Issues in Asset Valuation
Accounting theory associated with asset valuation; focus on the balance sheet. Topics include accounts receivable, depreciation, bonds, investments, and owners equity. Prerequisite: ACCT 210, 211, or equivalent. (3)

ACCT 407 Issues in Income Determination
Accounting theory associated with income determination; focus on income statement and cash flow statement. Topics include pensions, leases, revenue recognition, and earnings per share. Prerequisite: ACCT 210, 211, or equivalent. (3)

ACCT 414 Advanced Accounting
Accounting theory for partnerships and fiduciaries, advanced corporate concepts, investments, business combinations, branches, consolidated financial statements, corporate reorganizations, installment sales, and consignments. Prerequisite: ACCT 406, 407. (3)

ACCT 420 Legal Environment and Social Responsibility
(3)

ACCT 433 Professional Practice of Auditing
Advanced and intensive study of auditing theory including statement on auditing standards and other pronouncements of professional organizations. Audit sampling, computer use in audit process, and contempo- rary professional issues. Emphasis on application of theory to specific problems using the case study method. Prerequisite: ACCT 406. (3)

ACCT 442 Advanced Cost and Managerial Accounting
Variety of higher-level quantitative and other topics in cost accounting. Transfer pricing, measurement of managerial performance, direct costing, decision models, quantitative approaches to cost accounting, and statistical analysis of costs and variances. Prerequisite: ACCT 210. (3)

ACCT 447 International Accounting
International standards for accounting, financial statement presentation, and auditing; accounting for importers, exporters, and multinational corporations. Foreign exchange rates and markets, controlled economy accounting, social responsibility reporting, political bribery, political risk, inflation accounting, and international taxation. Prerequisite: ACCT 406. (3)

ACCT 450 Accounting Information Systems
Theory and operation of accounting information systems. Internal control, information flow, computerized transaction processing, systems analysis and design, responsibility centers, and database implementation. Prerequisite: ACCT 406. (3)

ACCT 454 Governmental and Nonprofit Accounting
Accounting and financial reporting principles of governmental and nonprofit organizations; fund accounting principles, budgetary accounting, and financial reporting practices. Prerequisite: ACCT 406. (3)

ACCT 456 Federal Taxation
Current taxation issues of practical and professional interest; topics of pending or proposed legislation. Selection dependent on current development in taxation and area of faculty interest and specialization. Maybe repeated for credit with prior approval and different topics. (3)

ACCT 457 Advanced Federal Income Taxation and Research
Taxation of corporations, partnerships, and fiduciaries. Tax accounting, tax-free corporate reorganizations, exchanges and liquidations, capital gains and losses, consolidated returns, personal holding companies, accumulated earnings taxes, and S corporations. Tax research methods through numerous library research assignments. (3)

ACCT 471 Fraud Examination
Overview of fraud theory and the prevention and detection of various types of fraud. Topics include embezzlement, asset misappropriation, and corruption. (3)
ACCT 473 Financial Statements and Fraud Frauds that appear in financial statements; emphasis on detection and prevention of fraud. Study of specific corporations where fraud has been found in the financial statements. (3)

ACCT 475 Forensics and Auditing Computer fraud is pervasive in Society and the business world today. Study of specific cases where computer fraud has occurred. Focus on forensic and computer forensics. (3)

ACCT 477 Topics in Fraud Content varies but will consist of advanced topics in detection and prevention of fraud.

ACCT 491 Accounting Theory and Practice Contemporary issues in accounting, emphasis on the historical, economic, and social influences on accounting. A business simulation is an integral part of the course. Prereq: Acct 406, 407. (3)

ACCT 492 Internship Program To be arranged with MSA program chair or school director. (1-3)

ACCT 493 Seminar in Accounting Current accounting and auditing topics and contemporary subjects of professional dialogue and controversy. Selection depends on recent developments and areas of faculty interest and specialization. May be repeated for credit with prior approval and different topics. (3)

African and Afro-American Studies

AFS 419 African Women: Society & Literature (3)

AFS 440 Southern African Literature (3)

AFS 465 Black Chicago History & Culture (3)

Applied Music

Applied music courses are listed on the last page of the section on the Chicago College of Performing Arts.
BIOL 490 Research and Thesis
(1-6)

BIOL 491 Biology Internship
Off-campus experience at a medical facility. Rotation through at least five medical specialties at a hospital or nonmedical facility or clinical facility. At least 12 contact hours. (3-6)

BIOL 492 Research in Biology
Individual laboratory research project in biotechnology or biology of approximately one semester duration. Project must be designed with a biology faculty advisor and approved by the biotechnology graduate faculty. (1-4)

BIOL 495 Independent Study
(1-4)

Business Administration

BADM 401 Graduate Business Orientation
An online orientation course designed to provide the student with a review of the material covered in undergraduate business programs and to assure that the student is prepared for the advanced graduate courses. Graded pass/fail. Prereq: admission to graduate school. (1)

Business Law

BLAW 420 Legal Environment and Social Responsibility
Background, development, and institutional settings of social responsibility. Business organizations and their responsibilities to employees, government, and laws. (3)

Chemistry

CHEM 412 Organic Chemistry
Prereq: Chem 202 and Chem 212 and Chem 321 and Chem 322 (3)


CHEM 418 Synthetic Organic Chemistry
Advanced methods in the synthesis of organic compounds, especially those of biological or pharmaceutical interest. Topics include stereo- and regioselective reagents for organic transformations, including enzyme-mediated synthesis, polyamide and polynucleotide synthesis, and natural product synthesis. Prereq: Chem 202 and Chem 212. (3)

CHEM 419 Organometallic Chemistry
Structure, bonding, and reactions of compounds formed between the metallic elements (primarily d block) and carbon (organic groups). Classes of compounds described. Some detailed synthetic methods. Prereq: Chem 202 and Chem 212. (3)

CHEM 421 Physical Chemistry I
Theoretical foundations of chemistry. Thermodynamics, the structure and properties of substances and mixtures, electrochemistry, kinetic theory, optical properties, and chemical kinetics. Prereq: Chem 202 and Chem 212 and Math 232 and Phys 232. (3)

CHEM 422 Physical Chemistry II

CHEM 424 Kinetics
Prereq: Chem 321 and Chem 322 (3)

CHEM 425 Physical Chemistry Laboratory
Experimental work in physical chemistry, including laboratories on the properties of gases, liquids, and solutions; and involving thermodynamics, kinetics, and spectroscopy. Laboratory required. Prereq: Chem 202 and Chem 212 and Chem 237 and (Chem 321 or Chem 322). (2)

CHEM 433 Advanced Analytical Chemistry Laboratory
Prereq: Chem 337 and Chem 321 and Chem 322 (3)

CHEM 437 Instrumental Analysis
Basic theories and experimental techniques in instrumental methods of analysis including spectrophotometry, chromatography, and electrochemistry. Prereq: Chem 202 and Chem 212 and Chem 237. (2-4)

CHEM 441 Inorganic Chemistry
Survey of theoretical and synthetic inorganic chemistry. Atomic theory, bonding theory, crystal structure, chemical periodicity, coordination compounds, acid-base systems, and molecular symmetry. Prereq: Chem 202 and Chem 212. (3)

CHEM 447 Advanced Inorganic Chemistry Laboratory
Synthesis and characterization of compounds of the p-block (main group) and d-block (transition metal) elements including organometallic compounds of biological interest and air-sensitive complexes. Spectroscopic characterization methods include infrared, Raman, electronic absorption (UV-Vis-NIR) and emission, and multinuclear NMR. Lecture covers theoretical and practical background for physical methods in experimental inorganic chemistry. Prereq: Chem 202; Chem 212 and Chem 341 recommended. (4)

CHEM 454 Experimental Methods in Biochemistry and Biotechnology
Biochemical techniques including enzyme and lipid assays, isolation, and analysis of macromolecules. Prereq: Biol 301 or Chem 455. (2-3)

CHEM 455 Biochemistry
Electron transport chain, protein structure, enzyme kinetics, biosynthesis and intermediary metabolism of amino acids and carbohydrates and lipids. Included in the biotechnology certificate program. (3)

CHEM 463 Organic Reaction Mech
Prereq: Chem 217 and Chem 321 (3)

CHEM 473 Environmental Chemistry
Connection of basic chemical knowledge to environmental issues in the areas of energy, atmosphere, hydrosphere and biosphere. Chemical substances and their impact on the environment. Toxicological effects, conversion, and spread. Prereq: Chem 202 and Chem 212 and Chem 237. (3)

CHEM 481 Polymer Chemistry

CHEM 490 Research and Thesis
(1-6)

CHEM 490Y Masters Thesis Completion
(0)

CHEM 492 Research
Individual laboratory research project in chemistry or analytical technology of approximately one semester duration. Project must be designed with a chemistry faculty advisor and approved by the chemistry graduate faculty. (1-4)

CHEM 493 Seminar
Reading and critiquing chemical literature. Experience in oral presentations and library research. Outside seminar speakers. (1)

CHEM 495 Independent Study
(1-6)

Composition

(See Music: Composition)

Computer Science and Telecommunications

CST 405 Advanced Data Structures
Analysis of complex data structures and algorithms used in systems programming, database design, and other applications. Topics include main data structures for graph algorithms. Techniques for analysis of algorithms. A computer use course. Prereq: CST 280 and Math 245. (3)

CST 408 Advanced Algorithms
Algorithms ubiquitous in a wide variety of applications. Emphasis on algorithms for computationally hard problems. Methods of coping with hardness. A computer use course. Prereq: CST 405 or concurrent. (3)

CST 410 Formal Languages and Automata
Finite automata and regular languages. Push-down automata and context-free languages. Turing machines and models of computation. See also Math 410. Prereq: CST 280 and Math 243. (3)

CST 415 Parallel Systems and High Performance Computing
Parallel architectures, present and future, performance criteria and measures; benchmarks; limitations and scalability; the future of high-performance computing. Prereq: CST 405. (3)

CST 417 Operating Systems
An in-depth study of the components and functions of computer operating systems. Topics include system services, file system management, memory management, resource allocation, scheduling, processing levels, multitasking, deadlocks, and interprocess protection mechanisms. Programming projects involve use of system calls in UNIX and Windows. A computer use course. Prereq: CST 250. (3)
CST 420 Analysis of Algorithms
Fundamental techniques for design and analysis of algorithms, Probabilistic algorithms and approximation algorithms. Prereq: Cst 408. (3)

CST 427 Combinatorics
Permutations and combinations; identities involving binomial coefficients; inclusion-exclusion principle; recurrence relations; generating functions; introduction to the theory of graphs. See also Math 445. Prereq: Math 245 and 232. (3)

CST 428 Linear Programming and Optimization
Models of optimization with linear constraints and objectives; simplex method and related algorithms; duality and sensitivity; transportation and assignment problems; games and network flow applications. See also Math 428. Prereq: Math 300 and one programming course. (3)

CST 430 Numerical Analysis
Solution of equations by iteration; interpolation; numerical differentiation and integration; numerical solutions to linear systems. A computer use course. See also Math 430. Prereq: Math 300 and Cst 150. (3)

CST 431 Telecommunication Systems Analysis
Analysis of perspectives of telecommunication services and equipment. Evaluation and selection methods, RFI, noise, performance, and risk analysis. Operating policies, implementation issues, traffic analysis, trunking, and routing. Quantitative methods of analysis are emphasized. Prereq: Cst 246 or 250. (3)

CST 444 OOP and the JET Framework
An advanced course in programming emphasizing the development of reusable software components via object-oriented programming (OOP) capabilities of C#. Topics include user interface controls; exception handling; classes; function overloading and default arguments; operator overloading; event-driven programming; polymorphism; and UML. Extensive programming required. Prereq: Cst 246 or 250. (3)

CST 445 Network Simulation
Fundamentals of network simulation and apply typological simulation techniques. Students design simulation models of LAN, MAN, and WAN to predict the performance of the simulated objects. Simulations of protocols, such as ATM, frame relay, and SDH. Prereq: Cst 352 or 452. (3)

CST 446 Coding Theory
Various techniques for developing and implementing codes, some of which can be used to reliably transmit data in the presence of noise. Topics include error-correcting codes, error-detection and correction mechanisms, linear codes, and cyclic codes. Prereq: Cst 280 and Math 245. (3)

CST 448 Advanced Data Communications
Foundations of communications theory, including signaling; TDMA, SSMA, Frame-Relay, ATM, and various modulation methods, methods of sizing and optimizing of data circuits, error detection and correction methods, data compression methods. Prereq: Cst 246. (3)

CST 450 Boolean Algebra and Switching Theory
Logic gates and Boolean algebra. Fundamental building blocks: flip-flops, counters, and push-button switches. The construction of an arithmetic circuit using logic gates, light-emitting diodes (LEDs), resistors, capacitors, and push-button switches. On a prototyping circuit board, the programming of that computer in the assembler language of the CPU is required. Prereq: Cst 261. (3)

CST 441 Compilers and Interpreters
The internal organization of systems programs that translate higher-level source code into machine code. Syntactical, semantic, and lexical analysis; grammars, storage allocation, and code generation techniques. Prereq: Cst 280. (3)

CST 442 Satellite & Radio Communications
An introduction to communication systems using satellite and terrestrial techniques. This will be demonstrated by the students through examinations, reports and class discussion and lab projects. Prereq: Cst 246 or 250. (3)

CST 452 Network Design
Communications system hardware, organization, and structure. Detailed examination of various communication protocols and interfaces used in computer networks, including routing and route discovery algorithms. A computer use course. Prereq: Cst 246. (3)

CST 454 Local Area Networks
A practical examination of network topologies, protocols, and operating systems such as Windows and UNIX. The OSI/layer network models are covered, along with packet switching, text compression, TCP/IP, and file transfer protocols. Hands-on network lab experience included. Prereq: Cst 246. (3)

CST 455 Graduate Seminar
Course content varies. Study of the current state of research in a designated area of computer science. This is the instructor’s introductory graduate seminar. Prereq: Consent of instructor. (3)

CST 456 Wireless Communication Systems
Foundations of radio-cellular communications, including various techniques for designing wireless systems and techniques for the analysis of their operational performance. Concepts of wireless system architectures, spectrum management, channel capacity, and system interoperability. Prereq: Cst 246. (3)

CST 457 Systems Programming
Introduction to programming at the system level. Programming methods and issues that are specific to working with the operating system. Topics include process, thread models, synchrony, and asynchronous event handling, IPC, RPC, and sockets, and distributed applications. Course includes learning to program with JAVAIN, UNIX, and WinDows environments. A computer use course. Prereq: Cst 250 (3)

CST 465 Network Applications Programming
Design and implementation of applications for networks and the World Wide Web; client and server side processing; the use of a web browser as a client and user interface. Internet protocols such as http, ftp, and sftp and issues such as security, reliability, and management. Course includes learning to program with JAVA in UNIX and Windows environments. A computer use course. Prereq: Cst 150. (3)

CST 466 Cryptography
Tools and techniques to use to secure communications. Topics include data encryption, public and private keys, secure authentication, and access control. Prereq: Cst 250 and Math 245. (3)

CST 467 Web-Based Data Applications
Interactive web-based applications that use one or several databases. Theoretical and project oriented. Prereq: Cst 333/433 and any 200 level program course, and some familiarity in HTML and other scripting languages. (3)

CST 468 Internet Security
Security issues pertaining to Internet, intranet, and the Web. Web security from the point of view of the user, programmer, and system administrator. HTTP authentication; proxy servers and firewalls; Internet security protocols and Secure Socket Layer; electronic payment systems; certificate management and network access; layered security; executable content and scripting languages; mobile code and copyrights; privacy protection; legal and ethical issues; anonymous browsing and censorship; available security tools. Prereq: Cst 246 or 250 or 365. (3)

CST 471 Distributed Databases
Use of multiple, physically and logically separate databases. Data modeling, horizontal and vertical data partitioning, distributed query processing, concurrency, deadlock, and recovery techniques. Heterogeneous and object-oriented databases. Prereq: Cst 333/433. (3)

CST 472 Programming Languages
Global properties of algorithmic languages, including scope of declarations, storage allocation, binding time of constituents, subroutines, and tasks. List processing, string manipulation, data description, and simulation languages. Prereq: Cst 250 and Math 245. (3)
CST 475 Computer Forensics
An introduction to the procedures and techniques used to identify, extract, validate, document, and preserve electronic evidence. General legal issues such as the proper handling of evidence, chain of custody, and admissibility in court will also be covered. See also Acct 475. Prereq: CST 346/448 or 352/452 or 354/454. (3)

CST 476 Distributed Applications
Advanced topics in web programming and network applications. Use of existing protocols such as HTTP and FTP as well as technologies for designing customized protocols; chat, instant messaging, file sharing, and other technologies. Course includes learning to program with JAVA in UNIX and Windows environments. A computer course. Prereq: CST 250 or CST 365/465. (3)

CST 477 Advanced Operating Systems
Advanced concepts in operating system design, implementation, and theory. Focus on distributed operating systems, algorithms of concurrent programming, and issues in distributed processing. Prereq: CST 317/417. (3)

CST 478 Pattern Recognition
Statistical and semantical methods of pattern recognition and analysis. Image processing, control, decision making, and problems solving by computer. Prereq: CST 280 and Math 217. (3)

CST 479 Computability and Complexity

CST 480 Special Topics in Computer Science
Course contains variables. May be repeated for credit with different topics. Prereq: varies with topic offered. (3)

CST 481 Artificial Intelligence
Advanced topics in modern programming of computers to perform tasks commonly regarded as requiring human intelligence. The cognitive aspects of human intelligence will be emphasized. The topics covered will be classical logic, logical proofs, the logic in gaming, and logic programming in PROLOG. Extensive programming in Prolog, a declarative rather than a procedural language like C++, and other programming-like tasks will be required. Prereq: CST 280. (3)

CST 482 Computer Graphics
Representation, manipulation, and display of two- and three-dimensional objects. Applications to specific problems, including computer games. Prereq: CST 280. (3)

CST 483 Distributed Algorithms
Design and analysis of concurrent algorithms. Different models of distributed computation. Emphasis on algorithms suitable for distributed networks. Prereq: CST 405/(3)

CST 485 CST Thesis/Project Research
Planning and implementation of a research component of a student’s MS thesis or project. Prereq: approval of CST faculty sponsor and Dept. Chair. Must be taken in a semester prior to either CST 490 or CST 499. (3)

CST 486 Information Retrieval
Methods for information search in digital libraries and web-based systems. Topics include techniques for searching, browsing, and filtering information. Algorithms for keyword classification, thesauruses, class construction, and document clustering. Prereq: CST 333/433. (3)

CST 490 CST Thesis
Preparation of the MS thesis. Prereq: CST 485 and approval of CST faculty sponsor and Dept. Chair. (3)

CST 490Y CST Thesis Completion
Continuation of the MS thesis. Prereq: CST 490 and approval of CST faculty sponsor and Dept. Chair. (0)

CST 495 Independent Study
Study conducted under the guidance of an appropriate faculty member. Proposal must state purpose of study, problem, methods, and means of evaluation. Prereq: consent of advisor and department chair. (3)

CST 499 CST Project
Preparation of the MS project. Prereq: CST 485 and approval of CST faculty sponsor and Dept. Chair. (3)

CST 499Y CST Project Completion
Continuation of the MS project. Prereq: CST 485 and approval of CST faculty sponsor and Dept. Chair. (0)

Counseling and Human Services
(See Education: Counseling and Human Services.)

Early Childhood Education
(See Education: Early Childhood.)

Economics
ECON 402 History of Economic Thought
1st Madam in authority, whoeheavier voices in the air, are distilling their frenzy from some academic scribbler of a few years back.” Thus spoke John Maynard Keynes, a 20th-century authority on economisct theory and distinguished student of the history of economic thought. The development of economic thinking from the 16th century through the present day, the theories and methodologies of some great economists, such as Adam Smith, David Ricardo, Karl Marx, and Lord Keynes. (3)

ECON 403 Economics for Decision Makers
Economists concepts and analysis applied to understanding domestic and global commerce, government policies towards business, and business policies towards other businesses. How does economic analysis assist in understanding economic reports. Focus on microeconomics, macroeconomics, and international trade. An MBA course. Credit for ECON 423 (3)

ECON 405 Modern Political Economy
Exploration of topics from Marxism, Post-Keynesian, and institutionalist approaches to political economy. Focus on the philosophical foundations and political implications. May include theories of institutional materialism, alienation, value and distribution, crises and depression, democracy, and the state, economic and labor history, and the world capitalist system. Prereq: Econ 423. (3)

ECON 406 Industrial Organization
Evolution of institutional organization of industry in America, Economic Policy, Trade associations, cartel, price leadership, and governmental regulatory agencies. Prereq: Econ 423. (3)

ECON 408 Feminist Economics
Students in economics, business, public administration, and women's studies analyze the economic situation of women in the US. Focus on the interaction among the family, the labor market, and the government in determining women's economic fortunes. (3)

ECON 417 Economics of Work and Labor
Study of labor from neoclassical, institutionalist, and Marxian perspectives. Topics include the changing nature of work, global labor markets, discrimination, unemployment, and income inequality. Prereq: Econ 423. (3)

ECON 418 Contemporary Problems in Collective Bargaining
Current status of labor-management relations concerning union organizing and collective bargaining. Topics include challenges to union organizing and growth; the economic impact of unionization; productivity, profits, competition, and labor market flexibility. Prereq: Econ 423 or 421 or 403 for MBA students. (3)

ECON 420 Government and Business
How the government regulates the economy. Case studies of regulation in railroad, airline, oil, and other industries. (3)

ECON 421 Macroeconomic Theory
A first graduate course in macroeconomics. Neoclassical microeconomics with a critical perspective. Analysis of supply, demand, production, and costs; price determination under conditions of perfect and imperfect competition; theory of income distribution. (3)

ECON 423 Microeconomic Theory
A first graduate course in microeconomics. Neoclassical microeconomics with a critical perspective. Analysis of supply, demand, production, and costs; price determination under conditions of perfect and imperfect competition; theory of income distribution. (3)

ECON 433 Comparative Economic Systems
Case studies of selected countries, including liberal capitalism, state socialism, corporatist capitalism, Social democracy, democratic socialism, transitional economies, and developmental economies. The relationship between political and economic systems and policies. (3)

ECON 436 Statistical Analysis
Topics include data analysis, probability, decision theory, process control, regression, statistical inference, linear programming, and others. Focus on the formulation of statistical models, assumptions, applicability, and interpretation of results. (3)
ECON 438 Money and the Economy  Role of money and financial institutions in operation of modern economies; Investigated with aid of modern macroeconomic theory. Prereq: Econ 421. (3)

ECON 440 Advanced Macroeconomic Theory  Basic macroeconomic theories; refined, extended, and critiqued. Prereq: Econ 421 and Econ 463. (3)

ECON 444 Advanced Macroeconomics  Prereq: Econ 421 and 423. (3)

ECON 446 Introduction to Econometrics  Construction of econometric models; statistical testing of economic hypotheses; and estimation of parametric values in economic relationships using regression analysis. Computert applications. Prereq: Econ 436. (3)

ECON 452 Urban Economic Development  Interdisciplinary approach to theories of urban/local economic development including economic planning, political science, finance, sociology, and marketing. Application of theories to real-world economics, including local area, business, community, human resource development, high technology, and technology transfer. (3)

Econ 455 Rhetoric  and Writing in Economics and Other Human Sciences  If you suspect that economic arguments depend on something other than logic, you are right. If you also suspect that economic arguments depend on rhetoric, then you are right. Rhetoric is the art of persuasion. The ancient Greeks believed that rhetoric was the key to success in life. The Romans believed that rhetoric was the key to power. Today, rhetoric is used in all aspects of life, from advertising to politics to law. Rhetoric is central to the modern economy. The ability to persuade others is essential in business, politics, and law. Therefore, economics students should have a strong understanding of rhetoric, and this course is designed to help them develop these skills. The course will cover a variety of topics, including the history of rhetoric, the role of rhetoric in modern economics, and the use of rhetoric in economic analysis. In addition, students will practice writing and speaking on economic topics, and will receive feedback from their peers and the instructor. Required for all economics majors. (3)

ECON 470 Economics of Public Policy  Seeking solutions to the problems of the world using basic economic principles and analysis. Exploring market interventions and governmental policies to solve economic problems, including poverty, pollution, crime, minimum wage, and social security. Prereq: Econ 421 and Econ 423. (3)

ECON 472 Public Finance  Public expenditure theory, supply and demand of public goods, and criteria for optimal allocation of resources. Philosophy, practice, and incidence of taxation. (3)

ECON 474 The Economics of Development and Underdevelopment  Major models in development from theoretical and practical perspectives. Mainstream capital-centered and dualistic theories; growth theories; basic needs; dependency, and Manian approaches. Prereq: Econ 421. (3)

ECON 476 International Trade and Imperialism  Theory of International Trade; International Movements of Capital and Labor; and International Commercial Policies; Economic Analysis of Multinational Corporations and Question of Imperialism. Prereq: Econ 421. (3)

ECON 477 International Finance and Balance of Payments  Theory and description of foreign exchange rates and foreign exchange markets; interactions between national income and balance of payments; valuation and reform of international monetary institutions. Prereq: Econ 421 and Econ 423. (3)

ECON 490 Thesis  (3)

ECON 490Y Masters Thesis Completion  (0)

ECON 495 Independent Study  (1-6)

ECON 499 Internship  (3)

Economics

EDUC 407 Topics and Issues in Human Development  Theories on human development, educational implications from perspective of learner and practitioner. Various stages of life span, interrelatedness of biological and environmental variables, and influence of educational special roles of the teacher. Prereq: ITBS with a minimum score of P. (3)

EDUC 411 Adolescent Development  Physical, cognitive, social, and emotional development during adolescence. Application of developmental principles to middle school and high school students. Prereq: ITBS with a minimum score of P (3)

EDUC 413 Foundation of the Middle School  Historical, social, and philosophical foundations of middle level education. The evolution of the middle school concept, the creation of learning communities attentive to the needs of young adolescents, health and personal support for students, curriculum development and instructional strategies for young adolescents, and the evolution of the middle school. Prereq: ITBS with a minimum score of P. (3)

EDUC 416 Teaching the Holocaust  Prereq: ITBS with a minimum score of P. (3)

EDUC 420 Advanced Topics in Teaching Composition  Prereq: ITBS with a minimum score of P. (3)

EDUC 424 Methods of Teaching Foreign Language in K-12 Schools  Foreign language curriculum and instruction, standards and assessment. Based on Modern Language Association standards for the design of student-centered programs, including courses, units, activities, and learning experiences. Focus on grades 6-12. (3)

EDUC 426 Methods of Teaching Secondary Social Studies  Prereq: ITBS with a minimum score of P. (3)

EDUC 430 Engaged Learning  Prereq: ITBS with a minimum score of P. (3)

EDUC 431 Portfolios in Schooling  Prereq: ITBS with a minimum score of P. (3)

EDUC 432 Special Topics  Prereq: ITBS with a minimum score of P (1-6)

EDUC 432A Topic: Becoming A Master Teacher I  Prereq: ITBS with a minimum score of P. (3)

EDUC 432B Topic: Becoming A Master Teacher II  Prereq: ITBS with a minimum score of P. (3)

EDUC 432C Topic: Becoming A Master Teacher III  Prereq: ITBS with a minimum score of P. (3)

EDUC 433 Evaluating the Classroom: Issues, Tools and Techniques  Prereq: ITBS with a minimum score of P. (3)

EDUC 435 Leadership in Professional Development  Prereq: ITBS with a minimum score of P. (3)

EDUC 436 Rethinking Curriculum For Schools  Prereq: ITBS with a minimum score of P. (3)

EDUC 437 Developing Multicultural Perspectives for Educators  History, characteristics, and objectives of multicultural education. Overview of and experiences with the practical application of a multicultural curriculum in the culture context of schools. Focus on teachers, administrators, and citizens as decision makers in a pluralistic democratic society. (3)

EDUC 441 Perspectives in Development  Prereq: ITBS with a minimum score of P. (3)

EDUC 442 Schooling in the 21st Century  Prereq: ITBS with a minimum score of P. (3)

EDUC 449 Teaching for Equity and Social Justice: Non-Western Perspectives in the Classroom  History, policies, and instructional practices in public education for children of non-Western heritage. Local resources for multicultural education. Prereq: ITBS with a minimum score of P. (3)
EDUC 450 Multicultural Perspective on Teaching
Prereq: ITBS with a minimum score of P. (3)

EDUC 452 Topical Workshop
Topics may include multicultural education and seminars in reading that feature attendance at annual meetings of the International Reading Association. Pre req: ITBS with a minimum score of P. (1-6)

EDUC 458 Linguistics for ESL Teachers
Theory and research on learning English as a second language (ESL). Foundation for understanding linguistic and teaching experiences in English learning and bilingualism. Pre req: ITBS with a minimum score of P. (3)

EDUC 459 History of Schooling and Education of Marginalized Peoples in the United States
The institutional, social, and personal educational histories of populations in the US who have traditionally not been given voice through the state-supported schooling. Educational reforms that encourage and empower the descendants to be an active presence in the continuing reconstruction of education. Pre req: ITBS with a minimum score of P. (3)

EDUC 468 Foundations of Bilingual and ESL Education
Foundations of the theories and models of bilingual and ESL education and examination of current issues. Requires 10-30 clock hours of clinical experience. Pre req: ITBS with a minimum score of P. (3)

EDUC 470 Cross-Cultural Studies for Teaching Limited English Proficient Students
Impact of culture on individuals, groups, school, work, communities, and society. Ecological perspective in conceptualizing and understanding culture and context. Focus on individuals with limited English proficiency in the US. Pre req: ITBS with a minimum score of P. 10-20 clock hours of field experience required.

EDUC 473 Assessment of Bilingual Students
Issues, challenges, and techniques in the assessment of bilingual students. Full range of bilingual assessment from standardized tests to authentic assessment methodology. Emphasis on authentic assessment techniques in the classroom including portfolios, projects, student self-assessment, curriculum-based assessment, observation, and teacher-made assessment tools such as rubrics and checklists. Requires 10-25 clock hours of field experience. Pre req: ITBS with a minimum score of P. (3)

EDUC 474 Methods and Materials for Teaching Bilingual Students
Theories, techniques, and principles of teaching limited English proficient (LEP) students in bilingual programs. Methods and materials across subject areas and grade levels, emphasis on facilitating the development of listening, speaking, reading, and writing skills across the curriculum for LEP students. Constructivist approach to teaching and methods for adapting quality lessons from the specific educational experiences of LEP students. Requires 10-20 clock hours of field experience. Pre req: ITBS with a minimum score of P. (6)

EDUC 475 Methods and Materials for Teaching ESL
Theories, techniques, and principles of teaching English as a second language (ESL). Methods and materials across grade levels, issues related to needs assessment, unit and lesson planning, selection and evaluation of classroom materials, development of materials for second language instruction. Various developmental processes involved in the learning of primary and secondary languages. Instructional techniques employed. Requires 10-25 clock hours of field experience.

EDUC 477 Education in a Changing Urban Neighborhood
Workshop designed to help educators recognize, understand, and teach students of many cultural backgrounds; develop appreciation of process of neighborhood change; establish measures for helping newcomers in urban environment; and explore phenomena of emerging neighborhoods. Prerequisite: ITBS with a minimum score of P. (3)

EDUC 480 Inquiry in the Classroom
Knowledge and practical experience in teacher research. Students extend reflective practice to conductiong research in the classroom setting and evaluation of classroom practice. Pre req: ITBS with a minimum score of P. (3)

EDUC 485 Technology in the Classroom
Use of computers in classroom instruction and classroom management. Emphasis on classroom use of general applications, educational software, and the Internet. Focus on using technology for problem solving. Pre req: ITBS with a minimum score of P. (3)

EDUC 490 Thesis
Students define designs, and implement an original research project under faculty direction. Pre req: ITBS with a minimum score of P. (3)

EDUC 495 Independent Study
Independent study under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation. Pre req: ITBS with a minimum score of P. (1-6)


Education: Counseling and Human Services

CHS 400 Orientation to Graduate Study in Counseling
A zero-credit information session that informs students about academic and clinical requirements of specializations within the counseling and human services program area. Topics include academic and clinical requirements, academic integrity and classroom behavior, and test evaluations. To obtain a passing grade, students must attend the orientation session and submit a complete program of study to the academic advisor. Pass/Fail. (0)

CHS 401 Professional Orientation, Ethics, and Writing
Standards and ethics of professional counseling. History of the profession and current professional roles; professional organizations and credentialing standards; models of consultation; expectations for writing skills, technological competency, and computer literacy. (3)

CHS 406 Statistical and Research Methods in Counseling
Research methods, statistical analysis, needs assessment, and program evaluation. Methods of evaluating counseling process and program effectiveness; review of descriptive statistics; study of inferential statistics; legal and ethical considerations; and fundamentals of writing the research report. Pre req: CHS 416. (3)

CHS 411 Social and Cultural Foundations
Sociological studies on cultural context of relationships; issues, and trends in multicultural and diverse society; factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, Socioeconomic status, and unique characteristics of individuals, couple, families, ethnic groups, and communities. Studies also include interpersonal communication among staff, schools, and community. Pre req: CHS 400 (3)

CHS 413 Foundations of Counseling Theory
Philosophical foundations of counseling with concentration on counseling theories of historical and contemporary theories; diversity issues relevant to counseling theories and personal philosophies and theoretical beliefs. Pre req: CHS 400 (3)

CHS 414 Seminar in School Counseling
The elementary and secondary school counselor's role. History, trends, professional identity, and cultural, legal, and ethical influences. ACA and ASCA ethical standards. Coordinating program components; program development, individual group guidance, peer facilitation and consultation. Pre req: CHS 400 (3)

CHS 415 School Environment, Classroom Management, and Consultation
Fundamental issues in American education: philosophical and historical developments of ideas, events, and laws in relation to organization, purpose, and programs. Principles and practices of school counseling: theories of curriculum and instruction, research-based instructional methods; approaches to assessment; classroom management. Role of the school counselor as consultant to models of consultation. Pre req: CHS 400 (3)

CHS 416 Human Appraisal
Individual and group approaches to assessment and evaluation. Topics include historical perspectives on assessment; standardized norm-referenced, criterion-referenced, and nonstandardized assessment; psychometric concepts including reliability and validity; strategies for selecting, administering, and interpreting assessment and evaluation instruments; case conceptualization, assessment and diagnosis of mental and emotional status, cultural, ethical, and legal considerations. Pre req: CHS 400 (3)

CHS 417 Career and Life Style Planning
Topics include career theories and decision-making models; assessment instruments and technology-based applications; processes; strategies, and resources available to the career counselor. Program planning, organization, and administration; and interrelationships among work, family, and other life roles, including diversity and gender. Clinical observations and case studies consistent with student’s career direction. Pre req: CHS 400 (3)

CHS 418 Organization, Administration, and Leadership of Effective School Counseling Programs
The skills necessary to planning and implementing effective school counseling programs. Topics include needs assessment, program planning, and program evaluation. Pre req: CHS 400 (3)
A minimum of 150 hours of supervised practice is required. Degree candidates must display ability to integrate theory and practice equivalent to that of a competent beginning counselor and show capacity for continued learning and growth on job. See Practicum/Internship Handbook. Prereq: Chs 413 and grade of B or higher in Chs 426.

CHS 420 Marriage, Family, and Relationship Counseling
Preparation for counselors, educators, and other human service personnel to provide assistance to couples and families seeking marriage and family counseling. Methods and techniques of marriage and family counseling in didactic and experiential formats. Various theoretical perspectives. (3)

CHS 421 Theories and Dynamics of Group Counseling
Theories of group counseling and principles of group dynamics. Historical developments, diversity, issues, and concepts and research findings. Participation in an ongoing group required. Group guidance concepts as a significant component of the educational and prevention aspects of group counseling program. Prereq: Chs 400 (3)

CHS 422 Topics in Substance Abuse
Theoretical concepts and practical techniques unique to the field of substance abuse counseling. Emphasis on the major areas of substance abuse and treatment as it relates to psychoactive drugs. Non-psychoactive drugs frequently misused. Legal, recreational, and social drugs frequently misused. Prereq: Chs 400 (3)

CHS 426 Pre-practicum: Theories and Interventions of Counseling
Study, demonstration, and application of techniques relevant to counseling theories presented in Chs 413. Emphasis on development of counselor's abilities to evaluate self and counsellee in the counseling relationship. Models of consultation are discussed. Students are placed in an oriented to field practicum site. Prereq: Chs 413 or concurrent. (3)

CHS 427 Practicum: Clinical Practice in Public and Private Agencies
A minimum of 150 hours of individually supervised clinical practice in a public or private agency. Classroom seminar required. Degree candidates must display ability to integrate theory and practice equivalent to that of a competent beginning counselor and show capacity for continued learning and growth on job. See Practicum/Internship Handbook. Prereq: Chs 413 and grade of B or higher in Chs 426.

CHS 428 Practicum: Clinical Practice in Schools
A minimum of 150 hours of supervised practice in school counseling at elementary and secondary levels. Classroom seminar required. Degree candidates must display ability to integrate theory and practice equivalent to that of a competent beginning counselor and show capacity for continued learning and growth on job. See Practicum/Internship Handbook. Prereq: Chs 413 and grade of B or higher in Chs 426.

CHS 430 Community Counseling
The professional work demands and work environment of community counseling centers. Foundations of community counseling, including historical influences and current role definitions. Principles of intervention, consultation, research, knowledge and skill requirements, including models and methods of program development. (3)

CHS 431 Mental Health Counseling
Combined didactic and seminar with focus on concepts, issues, and treatment protocols for mental health settings. Historical overview of the mental health movement; emphasis on social policies and their impact on the delivery of service to the mentally disabled. Psychopharmacology and best practice for mood, personality, and psychotic disorders. Focus on the mental health counselor's role in comprehensive community mental health. (3)

CHS 432 Research Methods in Human Development
The nature and needs of individuals at all developmental levels, including theories of individual and family development; theories of learning and personality development; human behavior; including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors affecting behavior; and strategies for facilitating optimum development over the life span. Cultural, legal, and ethical considerations. (3)

CHS 434 Cognitive Counseling: Theories and Applications
Cognitive approaches to counseling including historical foundations, philosophical underpinnings, theories, assessment methods, techniques, and interventions. Application of cognitive models in counseling settings and nontraditional settings such as school/classroom, organizations, and communities. Integrative potential of cognitive theories. Prereq: Chs 413. (3)

CHS 435 Health and Holistic Counseling
The counseling process and the practice of assessment, intervention, and health promotion. Topics include the bio-psycho-social model, the counselor's role, stress, pain management, wellness, strategies of coping, the change process, treatment adherence, issues of community prevention, and strategies for assessing and treating specific disorders. Prereq: Chs 413. (3)

CHS 436 Counseling and Psychotherapy Integration
Theories of counseling and psychotherapy; models of therapy integration; conceptual and historical issues; common factors, technicalalicecticism, and theoretical integration. Prereq: Chs 413. (3)

CHS 446 Child and Adolescent Counseling
The literature of child and adolescent counseling, including disorders and delays that affect social, emotional, cognitive, and psychological development. How childhood difficulties are defined, diagnosed, and treated. The influence of multiple and interacting events that shape adaptive and maladaptive childhood development. Intervention strategies relevant to childhood disorders and developmental needs. Prereq: Chs 413. (3)

CHS 474 Clinical Biofeedback
(3)

CHS 490 Thesis
Individual research and writing. Student designs, develops, and implements an original research project. (1-6)

CHS 494Y Internship Completion of School Counseling
Clinical supervision of School Counseling Internship. (1)

CHS 495 Independent Study
Individual study under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation. (1-6)

CHS 496 Internship I: Community Counseling
Combined didactic and seminar with focus on concepts, issues, and treatment protocols for mental health settings. Historical overview of the mental health movement; emphasis on social policies and their impact on the delivery of service to the mentally disabled. Psychopharmacology and best practice for mood, personality, and psychotic disorders. Focus on the mental health counselor's role in comprehensive community mental health. (3)

CHS 496Y Internship Completion Course
Clinical supervision in Internship. (1)

CHS 497 Internship I: Community Counseling
Clinical supervision in Internship. Three hundred hours of counseling and counseling-related activities in a community agency and RU seminars. Issues in clinical assessment, case management, family counseling, ethics, brief therapies, and psychopharmacology. See Practicum/Internship Handbook. Prereq: Chs 496. (3)

CHS 497Y Internship Completion in Community Counseling
Clinical supervision in Internship. (1)

CHS 498 Internship II: School Counseling
Continued supervised experience initiated in Internship I. Three hundred hours of counseling and counseling-related activities in a school and RU seminars. Issues in clinical assessment, case management, family counseling, ethics, brief therapies, and psychopharmacology. See Practicum/Internship Handbook. Prereq: Chs 497. (3)

CHS 499Y Internship Completion in Community Counseling
Clinical supervision in Internship. (1)

CHS 499 Internship II: Community Counseling
Continued supervised experience initiated in Internship. Three hundred hours of counseling and counseling-related activities in a community agency and RU seminars. Issues in clinical assessment, case management, family counseling, ethics, brief therapies, and psychopharmacology. See Practicum/Internship Handbook. Prereq: Chs 497. (3)

CHS 499Y Internship Completion in Community Counseling
Clinical supervision in Internship. (1)

CHS 513 Clinical Biofeedback
Theoretical research and clinical overview in clinical biofeedback. Emphasis on integrating physiology, learning theory, and biofeedback. Biofeedback as a treatment modality in stress management, psychosomatic illness, psychotherapy, and musculoskeletal conditions. Both foundation course and review for professional health care providers preparing for certification board examinations. (3)
CHS 597 Internship I: Mental Health Counseling
Supervised clinical internship requiring 450 hours; all aspects of mental health counseling. Attendance in University seminars required. Consent of advisor. (3) P (1-6)

CHS 597Y Internship Completion in Mental Health Counseling
Clinical supervision in Mental Health Counseling Internship. (1)

CHS 599 Internship II: Mental Health Counseling Continuation of Chs 597. Supervised clinical internship requiring 450 hours; all aspects of mental health counseling. Attendance in University seminars required. Consent of advisor. (3) P (1-6)

CHS 599Y Internship Completion in Mental Health Counseling
Clinical supervision in Mental Health Counseling Internship. (1)

Education: Early Childhood
Written permission of the assigned advisor is required for admission to the Early Childhood Education program. Open only to graduate students in curriculum and instruction.

ECHD 401 Child Study
Prereq: ITBS with a minimum score of P. (3)

ECHD 405 Assessment in Early Childhood
Introduction to early childhood measurement and assessment techniques. Fundamental aspects of psychometric theory; structure of tests and use of standardized versus authentic measures. Prereq: ITBS with a minimum score of P. (3)

ECHD 409 Child, Family, and Community
Family and community involvement in educational programs; impact on child and family development. Focus on identifying community resources, child development, and well-being. Collaborative assessment techniques in child/family relationships. Prereq: ITBS with a minimum score of P. (3)

ECHD 411 History and Philosophy of Early Childhood Education
Historical and philosophical perspectives of early childhood education goals and practices; program models, and issues. Emphasis on the influence of these foundations on current thought and practice. Prereq: ITBS with a minimum score of P. (3)

ECHD 433 Primary Mathematics, Science, and Social Studies Developmental theory and research in each of these curricular areas. Foundation for selection and design of curriculum materials and activities appropriate for children in kindergarten and primary grades. Requires 25 clock hours of field experience. Prereq: ITBS with a minimum score of P. (3)

ECHD 434 Language Development
Language development from infancy through primary grade children. Topics include speech and language processes for communication; language development stages; theories of language acquisition; assessment of language development; and activities to foster language development. Emphasis on linguistically diverse populations as well as to children who develop differently from the norm. Prereq: ITBS with a minimum score of P. (3)

ECHD 435 Leadership in Professional Development
Prereq: ITBS with a minimum score of P. (3)

ECHD 437 Literacy in Early Childhood Development: Reading and Language Arts Theory and research on literacy development; selection and development of print and oral language development in classroom and at home. Prereq: ED 410 and ITBS with a minimum score of P. (6)

ECHD 438 Early Childhood Curriculum: Infant/Toddler andPreschool/Kindergarten
Analysis of content, materials, and organization for instruction in infant/toddler, preschool, and kindergarten programs. Requires 25 clock hours of field experience. Prereq: ITBS with a minimum score of P. (3)

ECHD 447 Internship
Prereq: ECHD 447 and ITBS with a minimum score of P. (8)

ECHD 448 Early Childhood Special Education Methods
Skills necessary for working with young children with special needs. Laws, assessment, family focus, intervention principles, appropriate techniques, suitable materials, and inclusion of children with special needs in early childhood settings; the development and implementation of IEPs. Requires 25 hours of field experience. Prereq: ECHD 481 and ECHD 419 and ITBS with a minimum score of P. (3)

ECHD 449 Independent Study
Prereq: ECHD 477 and ITBS with a minimum score of P. (3)

ECHD 481 Teaching Mathematics in the Elementary School
The role of education in contemporary society. The conceptual framework of Roosevelt University’s College of Education. A historical and philosophical perspective of mathematics, its development, and its influence on mathematics education in the United States; core topics of both elementary and secondary mathematics; their historical development and place in society; and the impact of social, political, and economic forces on the development of mathematics curricula and instruction. Prereq: Consent of advisor. (3)

ECHD 482 Early Childhood Special Education
Skills necessary for working with young children with special needs. Laws, assessment, family focus, intervention principles, appropriate techniques, suitable materials, and inclusion of children with special needs in early childhood settings; the development and implementation of IEPs. Requires 25 hours of field experience. Prereq: ECHD 481 and ECHD 419 and ITBS with a minimum score of P. (3)

ECHD 486 Induction
Prereq: ECHD 447 and ITBS with a minimum score of P. (3)

ECHD 489 Topical Workshop
Topics of specialization to early childhood educators offered in a workshop format. Offered as needed. Prereq: ITBS with a minimum score of P. (1-6)
ELED 464 Lit for Children and Adolescents  
Prereq: ITBS with a minimum score of P. (3)

ELED 470 Student Teaching Seminar: Elementary Education  
Open only to graduate students in elementary school teaching. Prereq: ITBS with a minimum score of P. (1-6)

ELED 495 Independent Study  
Prereq: ITBS with a minimum score of P. (1-6)

**Education: Language and Literacy**

Written permission of the assigned advisor is required for assignment to a course in language and literacy.

READ 401 Language and Linguistics  
(3)

READ 402 Theory & Research in Literacy  
Prereq: READ 401 (3)

READ 403 Instructional Strategies for Literacy  
Prereq: READ 401 and READ 402 (3)

READ 404 Evaluation of Literacy Programs and Students  
Prereq: READ 401 and READ 402 and READ 403 (3)

READ 405 Professional Leadership in Literacy  
Prereq: READ 401 and READ 402 and READ 403 (3)

READ 406 Teaching Reading in the Elementary School  

READ 430 Young Adult Literature  
(3)

READ 431 Holistic Teaching of Reading & Writing  
(3)

READ 432 Strategies and Materials for Teaching Language and Literacy  
(3)

READ 440 Literacy in Early Childhood Education: Reading and Language Arts  
Theory and research in literacy development. Selection and development of prereading, reading, and writing curricula for primary grades. Requires 25 clock hours of field experience. Prereq: Educ 407. (6)

READ 443 Literature for Children and Adolescents  
Advanced course in literature for children and adolescents including criteria for evaluating and analyzing literature. Literature as reflecting literacy heritage of America's multicultural and multiethnic society. Integrating literature throughout curriculum. (3)

READ 445 Approaches to Teaching Language and Literacy to the Learning Disabled  
Selected theories of literacy and learning disabilities, emphasis on identification and assessment, learning disabled, reading problems, and strategies and techniques for working with learning disabled K-12. 25 clock hours clinical experience. (3)

READ 446 Foundations of Language and Literacy Instruction  
Theories and research in literacy including historical perspectives of development in field, theories, and models. Focus on relationships between theory and instructional practice. (3)

READ 447 Principles and Practices in Language and Literacy Assessment  
Formal and informal assessment tools and uses in assessing literacy and language related abilities. Emphasis on use and interpretation of diagnostic measures and models of continuous assessment. 25 clock hours clinical experience. (3)

READ 448 Supervision of Personnel and Curriculum Development in Language and Literacy  
Elementary and secondary school supervision and curriculum development. Emphasis on theoretical and practical aspects of personnel and staff development; application of research, experimentation, and evaluation in curriculum study. (3)

READ 449 Young Adult Literature  
Intensive study of critically acclaimed and popular texts written for teen audiences; the historical emergence of the genre; multiple readings through various critical lenses; methods of integrating young adult literature into middle school and high school curricula. (3)

READ 450 Topical Workshop  
Topics of special interest to students of language and literacy, offered in a workshop format. (1-6)

READ 451 Approaches to Teaching Literacy Development  
A holistic process from kindergarten through adulthood. Reading and writing as reciprocal processes; the theoretical and research base for whole language teaching and learning. (3)

READ 452 Approaches to Teaching Literacy in the Content Areas  
Strategies and materials for teaching elementary and secondary students to read and write in content areas. Development of concepts and vocabulary, comprehension, composition, and study skills. Focus on integrating reading and writing across the curriculum. (3)

READ 453 Principles and Practices in Language and Literacy Assessment  
Formal and informal assessment tools and uses in assessing literacy and language related abilities. Emphasis on use and interpretation of diagnostic measures and models of continuous assessment. 25 clock hours clinical experience. (3)

READ 454 Approaches to Teaching Language and Literacy to the Learning Disabled  
Selected theories of literacy and learning disabilities, emphasis on identification and assessment, learning disabled, reading problems, and strategies and techniques for working with learning disabled K-12. 25 clock hours clinical experience. (3)

READ 455 Principles and Practices in Language and Literacy Assessment  
Formal and informal assessment tools and uses in assessing literacy and language related abilities. Emphasis on use and interpretation of diagnostic measures and models of continuous assessment. 25 clock hours clinical experience. (3)

READ 456 Foundations of Language and Literacy Instruction  
Theories and research in literacy including historical perspectives of development in field, theories, and models. Focus on relationships between theory and instructional practice. (3)

READ 457 Principles and Practices in Language and Literacy Assessment  
Formal and informal assessment tools and uses in assessing literacy and language related abilities. Emphasis on use and interpretation of diagnostic measures and models of continuous assessment. 25 clock hours clinical experience. (3)

READ 458 Supervision of Personnel and Curriculum Development in Language and Literacy  
Elementary and secondary school supervision and curriculum development. Emphasis on theoretical and practical aspects of personnel and staff development; application of research, experimentation, and evaluation in curriculum study. (3)

READ 459 Young Adult Literature  
Intensive study of critically acclaimed and popular texts written for teen audiences; the historical emergence of the genre; multiple readings through various critical lenses; methods of integrating young adult literature into middle school and high school curricula. (3)

READ 460 Literacy in Early Childhood Education: Reading and Language Arts  

READ 461 Approaches to Teaching Literacy Development  
A holistic process from kindergarten through adulthood. Reading and writing as reciprocal processes; the theoretical and research base for whole language teaching and learning. (3)

READ 462 Approaches to Teaching Literacy in the Content Areas  
Strategies and materials for teaching elementary and secondary students to read and write in content areas. Development of concepts and vocabulary, comprehension, composition, and study skills. Focus on integrating reading and writing across the curriculum. (3)

READ 463 Approaches to Teaching Literacy Development  
A holistic process from kindergarten through adulthood. Reading and writing as reciprocal processes; the theoretical and research base for whole language teaching and learning. (3)

READ 464 Approaches to Teaching Literacy in the Content Areas  
Strategies and materials for teaching elementary and secondary students to read and write in content areas. Development of concepts and vocabulary, comprehension, composition, and study skills. Focus on integrating reading and writing across the curriculum. (3)

READ 465 Principles and Practices in Language and Literacy Assessment  
Formal and informal assessment tools and uses in assessing literacy and language related abilities. Emphasis on use and interpretation of diagnostic measures and models of continuous assessment. 25 clock hours clinical experience. (3)

READ 466 Foundations of Language and Literacy Instruction  
Theories and research in literacy including historical perspectives of development in field, theories, and models. Focus on relationships between theory and instructional practice. (3)

READ 467 Principles and Practices in Language and Literacy Assessment  
Formal and informal assessment tools and uses in assessing literacy and language related abilities. Emphasis on use and interpretation of diagnostic measures and models of continuous assessment. 25 clock hours clinical experience. (3)

READ 468 Supervision of Personnel and Curriculum Development in Language and Literacy  
Elementary and secondary school supervision and curriculum development. Emphasis on theoretical and practical aspects of personnel and staff development; application of research, experimentation, and evaluation in curriculum study. (3)

READ 469 Practicum I: Clinical Practice in Literacy Supervised diagnosis of literacy disability cases in grades K-12. Enrollment limited to majors in reading. (3)

READ 470 Practicum II: Clinical Practice in Literacy Supervised remediation of reading disability cases in grades K-12. Read 469 and 470 combined provide 200 clock hours. Enrollment limited to majors in reading. (3)

READ 480 Inquiry in the Classroom Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice. (3)

READ 485 Technology in the Classroom Use of computers in classroom instruction and classroom management. Concentration on classroom use of general applications, educational software, and the Internet; focus on using technology for problem solving. (3)

READ 495 Independent Study  
Independent study conducted under guidance of College of Education faculty member. Proposal must state purposes of study, problem, methods of approach, and evaluation. (1-6)

**Education: Secondary**

Written permission of the assigned advisor is required for assignment to a course in secondary education.

SEED 401 Secondary Education  
Introduction to contemporary policies and practices in middle and high schools in the US, grades 6 through 12. Philosophical, historical, political, and social contexts. Topics include curriculum development; instructional methods; approaches to assessment; building a learning community; reflection on the craft of teaching. Thirty hours of field experience with tutoring and observation in three different school environments. Prereq: BSPF-ITBS with a minimum score of P. (4)

SEED 421 Methods of Teaching Secondary Business Education  
Curriculum, instruction, standards, and assessment for business, economics, accounting, and keying. Based on National Business Education Association standards for the design of student-centered programs; including courses, units, activities, and learning experiences. Focus on grades 6-12. Prereq: Seed 401 and BSPF-ITBS with a minimum score of P. (3)

SEED 422 Methods of Teaching Secondary Science  
Curriculum and instruction, standards, and assessment. Based on National Science Teachers Association standards for the design of student-centered programs; including courses, units, activities, and learning experiences. Focus on grades 6-12. Prereq: Seed 401 and BSPF-ITBS with a minimum score of P. (3)

SEED 423 Methods of Teaching Middle School and Secondary Mathematics  
Mathematics curriculum and instruction, standards, and assessment. Based on National Council of Teachers of Mathematics standards for the design of student-centered programs; including courses, units, activities, and learning experiences. Focus on grades 6-12. Prereq: Seed 401 and BSPF-ITBS with a minimum score of P. (3)

SEED 426 Methods of Teaching Secondary Social Studies  
Experience and practice in Social Studies curriculum theory, research-based instruction, standards, and assessment. Based on National Council for the Social Studies for the design of student-centered programs; including courses, units, activities, and learning experiences. Focus on grades 6-12. Prereq: Seed 401 and BSPF-ITBS with a minimum score of P. (3)

SEED 430 Curricular Theory and Practice  
Curriculum and instruction, standards, and assessment. Based on National Council for the Social Studies for the design of student-centered programs; including courses, units, activities, and learning experiences. Focus on grades 6-12. Prereq: Seed 401 and BSPF-ITBS with a minimum score of P. (3)
Education: Special Education

Written permission of the assigned advisor is required for admission to any course in special education.

SPED 405 Foundations of Education
Theory of education in contemporary U.S. society. The teaching profession and the standards that define the philosophical and historical context of contemporary education in the U.S., and the conceptual framework of Roosevelt University’s College of Education. A foundation for all other courses work in the graduate elementary education program. Open only to graduate students in elementary education. Prerequisites: ITBS with a minimum score of P (3)

SPED 407 Topics & Issues in Human Development
Theory and research in human development; educational implications from the perspective of learner and practitioner. Various stages of life span; interrelatedness of biological and environmental variables as they influence development of the student of the teacher. Prerequisites: ITBS with a minimum score of P (3)

SPED 419 Exceptional Children and Youth
Comprehensive overview of all types of exceptionality. Full credit requirements of Illinois House Bill 150. Exceptional characteristics of mentally, physically, emotionally and developmentally disabled children; the special instructional programs, practices, and facilities that help them realize their potential more fully. Prerequisites: ITBS with a minimum score of P (3)

SPED 421 Teaching Mathematics in the Elementary School
Theory of mathematics curriculum, texts, materials, and manipulatives used with children in teaching of mathematics. Method for implementing theoretical curricular approaches. Research and evaluation. 25 clock hours of field experience. Prerequisites: ITBS with a minimum score of P (3)

SPED 440 Assessment in Special Education
Test selection, classification, and placement decisions. Use of various techniques for evaluation of the progress of individuals in special education at all levels. Laboratory experience in administering, scoring, interpreting, and interpreting test results. Prerequisite: SPED 419 and consent of instructor. Prerequisites: ITBS with a minimum score of P (3)

SPED 442 Characteristics and Methods of Teaching Students With Disabilities: Focus on Cognition
Curriculum, major objectives of instruction, and specific methods and materials for teaching students with cognitive disabilities. Preparation of the individualized education program (IEP) and transition planning; evaluation of techniques; recent research. Prerequisites: ITBS with a minimum score of P (3)

SPED 443 Characteristics and Methods of Teaching Students With Disabilities: Focus on Behavioral Disorders
Functional assessment of behavior and the development of intervention plans to address behavior problems. Alternative resources, techniques of classroom management, and application of recent research. Prerequisites: ITBS with a minimum score of P (4)

SPED 445 Characteristics and Methods of Teaching Students With Disabilities: Focus on Physical and Health Related Disabilities
Educational considerations for students with physical disabilities and other health impairments. Emphasis on technology, assistive strategies, the principles of part of participation, and curriculum modification and adaptation. Recent research in disabilities that limit mobility, fine and gross motor skills, and independence living. Prerequisites: ITBS with a minimum score of P (4)

SPED 446 Characteristics and Methods of Teaching Students With Disabilities: Focus on Perception and Specific Learning Disabilities
Perception deficits and their impact on the learning process. Autism, traumatic brain injury, and specific learning disabilities. Emphasis on inclusion and the adaptation and modification of curriculum; current research. Prerequisites: ITBS with a minimum score of P (4)

SPED 450 Technology for Special Education
The use of instructional and assistive technology as they relate to teaching, learning, and successful integration of people with disabilities. Exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use by people with disabilities. Prerequisites: ITBS with a minimum score of P (3)

SPED 452 Vocational Services and Transition Planning in Special Education
This course is a comprehensive overview of career and transition planning for the full spectrum of disabled individuals. It will fulfill the State of Illinois “Vocational Programming for Handicapped Requirements” for Pre-vocational Coordinator of Approval and teacher/coordinator approval, and will support participants in developing Transition specialist competencies. As a result of this course, students should be able to participate in the objectives of the Council of Exceptional Children, Division on Career Development and Transition as desirable competencies for secondary special educators. (3)

SPED 461 Internship in Special Education
Five-week internship in special education setting; hands-on work with students with special needs. Preceded by student teaching, providing intensive experience across the spectrum of educational placements and age levels. Students participate in planning and implementing individual student, small group, and whole class lessons. Focus on goal integration into planning. Weekly seminars; focus on the roles and responsibilities of the special educator. Prerequisites: SPED 461 and ITBS with a minimum score of P and passing score on the LBSI test. (3)

SPED 470 Student Teaching in Seminar in Special Education
Supervised observation and teaching in local K-12 schools. Seminar discussion of concerns regarding observation; teaching strategies; evaluation; and individual problems. Ten-week experience in special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels. Prerequisites: ITBS with a minimum score of P and passing score on the LBSI test. (6)

SPED 480 Inquiry in the Classroom
Knowledge and practical experience in teacher research. Students extend reflective practices by conducting and writing research about the teaching for the purpose of improving classroom practice. Prerequisites: ITBS with a minimum score of P. (3)

SPED 482 Early Childhood Special Education Methods
Skills necessary for working with young children with special needs. Laws, assessment, family focus, and inclusion of children with special needs in early childhood settings; the development and implementation of IEPs and IFSPs. Requires 20 hours of field experience. Prerequisites: ITBS with a minimum score of P. (3)

SPED 495 Independent Study
(1-3)

Education: Teacher Leadership

Written permission of the assigned advisor is required for admission to any course in teacher leadership.

TLED 430 Engaged Learning in the Classroom
Instructional methods and technology tools to create an engaged learning environment. Sample of engaged learning lesson designed to meet the criteria for constructivist/constructivist. Procedures to create interactive webpages that promote online engagement.
learning processes for students from primary through high school levels. Focus on the application of authentic assessment tools and portfolios. (3)

TLED 431 Portfolio-Based Assessment in Schooling Instructional and multimedia technology tools that can be used to create web-based, digital portfolios and portfolio conferences that support engaged, learning classroom. The evolution of portfolio assessment in education. Current examples of portfolio applications in schools. (3)

TLED 432 Problem-Based Learning Design and Implementation of problem-based learning (PBL) curriculum units at the elementary, middle, or high school level, employing authentic problems as the impetus for student learning. The promotion of engaged, learning through immersion of students in "ill-structured," open-ended problems or controversial issues. Focus on brain-compatible learning, self-evaluation, and engaged participants in their instructional practices. (3)

TLED 433 Evaluating the Classroom: Issues, Tools, and Techniques Various types of classroom assessment; student learning outcomes; and interpreting results to improve teaching and learning. Development, implementation, and evaluation programs. Understanding instructional models and approaches to determining effects. (3)

TLED 434 Special Topics (3)

TLED 435 Leadership in Professional Development Preparation for leadership roles in schools and districts. Various strategies for promoting teachers' growth. Analysis of school cultures, in-service workshop models, informal staff development activities, classroom observation, and approaches to supervision for working with both experienced and pre-service education students. (3)

TLED 436 Rethinking Curriculum for Schools Curriculum theory and its practical application: analysis of curriculum, instruction, limitations and variations of possible and existing designs. Teachers as curriculum-makers and catalysts for change. (3)

TLED 438 Contemporary Approaches to Teaching Characteristics of the learner-centered classroom; cooperative and problem-based learning; curriculum integration and promotion of critical thinking skills. (3)

TLED 440 Positive Discipline in the Classroom Examination of where and why student behavior problems exist. Cooperative learning as well as other teaching strategies to enable teachers and students to build a community of learners who want to be responsible for their own behavior. (3)

TLED 441 Psychological Perspectives of Human Development Theory and research on human development. Neurobiological, psychoanalytic, behavioral, humanistic, cognitive, and socio-cultural perspectives. Life span stages provide the time frame for the course sequence. Emphasis on preparing and advancing the educational practitioner. (3)

TLED 442 Perspectives on Best Practices in Teaching Dynamic relationship of school to the family, community, and larger society. Notions of school and instructional improvement as they relate to the expanding role of the teacher as practitioner, curriculum maker, and staff developer. Current theory and research on the process of learning and teaching. (3)

TLED 443 Accomplished Teaching for National Board Certification The five core propositions of the National Board of Professional Teaching Standards; portfolio assessment centers; and current trends in teaching effectiveness. Collaboration with other teachers, a variety of texts, and other resources to identify areas for personal and professional growth. Upon completion, teachers will have an action plan which may include continuing the process of National Board Certification (4)

TLED 444 Becoming A Master Teacher: Seminar I (3)

TLED 445 Becoming A Master Teacher: Seminar II (3)

TLED 446 Becoming A Master Teacher: Seminar III (3)

TLED 450 Technology in Special Education The use of instructional and assistive technology as they relate to teaching, learning, and successful integration of people with disabilities. Exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities. (3)

TLED 480 Inquiry in the Classroom Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice. (3)

TLED 495 Independent Study (3)

Educational Leadership

Written permission of the assigned advisor is required for admission to any course in educational leadership.

ELOC 401 Analysis and Interpretation of Data for Testing and Research Interpretation of statistics commonly found in educational research and testing literature. Content areas of descriptive and inferential statistics. Analysis of research data and computer output; application of concepts and skills to work as instructional leaders. Requiered admission to MA program in educational leadership. (3)

ELOC 402 Action Research Methods Students study a problem in the context of their work as practitioners; principles, concepts, and multiple methods of inquiry; inquiry through participatory research; research for professional development, organizational improvement, and effective instructional leadership. Required admission to the MA program in educational leadership. (3)

ELOC 411 Social Foundations of Diverse Communities Social problems of education from a sociological, social psychological, and anthropological perspective. Emphasis on key concepts derived from these disciplines as they apply to problems faced by teachers, counselors, and administrators. An analysis of implications for a diverse community. Interpersonal communications within the school and between school and community. Clinical experiences. (3)

ELOC 430 Theory and Practice in Educational Leadership Organization, administration, supervision, and governance of schools. Theories, research, principles, and practices that facilitate the leadership and evaluation of school personnel and their interactions with the community. Theories of transformation leadership, organizational development, open social systems, shared decision making, and the school as a learning organization. Analysis of societal, political, and technological trends that impact the delivery of effective school programs. (3)

ELOC 432 Legal and Financial Issues of Educational Leadership Complexity of legal, financial, and social issues affecting educational organizations as they relate to school and society. Federal and state mandates and political, their multicultural, and socioeconomic issues regarding the exceptional learner. (3)

ELOC 439 Special Education for Educational Leaders Major concepts in special education which affect educational leaders in inclusive educational settings. State and federal mandates and political, multicultural, and socioeconomic issues regarding the exceptional learner. (3)

ELOC 451 The Leader's Role in Curriculum Development Multiple and competing conceptions of curriculum: practices, principles, and procedures of elementary and secondary school supervision of personnel; curriculum development; examination academic achievement and school improvement. Analysis of research and examination data to improve curriculum planning. (3)

ELOC 455 Authentic Assessment Introduction to authentic performance-based assessment, assessment tasks, and models for self-directed student performance; development of appropriate rubrics; assessment over all development of assessment plans for appropriate ages and grade levels. (3)

ELOC 463 Internship in Educational Leadership: Part 1 Theoretical bases of educational leadership; selectivity for the internship, developing a plan, and making agreements for the work to follow. Written documentation, rubrics, and methods of evaluation are established. Students select the theory which informs their work. Working with a local educational leader, multiple projects may be selected. Emphasis on connecting theory to practice, communication with parents and community, and skills in supervision. Requiered six courses or a minimum of 18 hours of course work in the program. (3)

ELOC 464 Internship in Educational Leadership: Part 2 Working with a local educational leader, the student develops requisite knowledge, skills, and attitudes for coping with the problems of educational leadership; a variety of projects related to educational leadership.
and organizational change; curriculum development; staff supervision and development; the financial and legal management of schools; communication with personnel, parents, and the community; and long-range planning. Prereq: Eloc 463. (3)

ELOC 495 Independent Study: MA Level Independent study under the guidance of a College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation. Used only under special circumstances and never if a course in that topic area exists. Prereq: approval of proposal by advisor and dean. (1-6)

ELOC 533 Seminar on Diversity, Schools, and Communities Social policy issues and their impact on education. Topics include urban education, Social change, the system thinking model of organization, and the relationships between schools and Society. Other topics include race, Social class, gender, finance, school/community relationships, community involvement, historical development of education, sociology and philosophy of education, and the shaping and implementation of educational policy. The effect of changes in the Social and political environment on the role of the school leader. (3)

ELOC 534 Quantitative Research Methods Knowledge and skills needed to interpret and conduct quantitative educational research. Analysis of research results and computer output to promote school improvement. Problem-solving and decision-making skills required in educational leadership applied to organizational development and performance. How to employ findings from research. Prereq: Eloc 400. (3)

ELOC 535 Qualitative Research Methods Knowledge and skills in qualitative research techniques to obtain data for planning and assessing school improvement initiatives. Interview, observation, archival, and historiographic skills. Students select a qualitative inquiry approach to form their work, including but not limited to phenomenological study, case study, historical/narrative study, ethnographic study, and grounded theory. (3)

ELOC 536 The Dynamics of Maintaining and Improving School Culture Educational leader’s role as mediator, negotiator, problem solver, shared decision maker, and strategist increasing positive organizational climate. Emphasis on the leader’s role as change agent and interpreter of policy to the community and the public. Strategies for creating a culture among all stakeholders that promotes student learning and organizational improvement. Topics include school culture, organizational theory and culture, educational planning, and change strategies. (3)

ELOC 537 Advanced Legal, Financial, and Social Issues for Educational Leaders State and federal laws; financial dimensions of legal issues; Illinois Code Interpreted; recognized legal authorities; recent case law; federal, state, and municipal regulations; school board policies; teacher and student rights and responsibilities; collective bargaining and personnel evaluation. Students connect law and finance to cases analyzed with reference to issues and problems in the political and social context of their schools and districts. (3)

ELOC 538 The Politics of Education Political dimensions of educational institutions in an open-systems context including authority, school governance, influence, negotiation, lobbying, power, and policy development. The influence of the educational leader on the political environment of the school at the local, state, and national levels. The role of the school and school district in their relationship with intergovernmental agencies. Political dimensions of educational institutions are examined through clinical experiences, including casestudies, simulations, analyses of communication and community relations. (3)

ELOC 540 Seminar in Curriculum Issues and Assessment for Educational Leaders Knowledge and skills needed for leadership in curriculum design, development, and implementation, and assessment. Emphasis on current curriculum issues and trends in curriculum development. Authentic assessment methods, tasks, rubric development, and assessment plans related to curriculum. (3)

ELOC 556 The Economics of Education (3)

ELOC 560 Systemwide Management of Instruction (3)

ELOC 589 Research Writing Models for good research writing in primary and secondary research papers. All aspects of writing including: structure, grammar, and proper APA style with extensive feedback. May be repeated as a prerequisite for continuation in the program. Does not count as an elective. (3)

ELOC 590Y Dissertation Completion (0)

ELOC 594 Topics in Educational Leadership Topics of interest to educational leaders in a seminar format. (3)

ELOC 595 Independent Study: EdD Level Independent study conducted under guidance of College of Education faculty member. Proposals must state purpose of study, problem, methods of approach, and evaluation. (1-6)

ELOC 596 Student Affairs & Development (3)

ELOC 597 History of Higher Education (3)

ELOC 598 Strategic Planning for Marketing to Higher Ed (3)

ELOC 599 Higher Ed Finance Fundraising (3)

ELOC 600 Instr Leadership in Higher Ed (3)

ELOC 653 Management in Education (3)

ELOC 661 Program Evaluation Knowledge and skills needed by educational leaders to evaluate organizational development and performance. Focus on formative and summative evaluation techniques. Principles, theories, concepts, and practices of program evaluation conducted by practitioners. Prereq: Eloc 399 and Eloc 400. (3)

ELOC 663 Internship in Educational Leadership: Part 1 Theoretical bases of educational leadership; selecting a site; developing a plan; and making agreements for the work to follow. Written documentation, rubrics, and methods of evaluation are established. Students select the theory which informs their work. Multiple projects may be selected. Emphasis on connecting theory to practice, communication with parents and community stakeholders, and supervisory skills. (3)

ELOC 664 Internship in Educational Leadership: Part 2 Working with a local educational leader, students develop their research questions and skills, and attitudes for coping with the problems of educational leadership at an actual site with a site supervisor. Variety of projects related to educational leadership and organizational change; curriculum development; staff supervision, evaluation and development; the financial and legal management of educational institutions; long-range planning; communication with parents and the community. Prereq: Eloc 663. (3)

ELOC 667 Curriculum Theory Major theoretical bases for curriculum; conflicting conceptions of curriculum and curricular inquiry. (3)

ELOC 675 Seminar in Leadership for Effective Organizations Development and integration of human and technical skills needed to implement planned change. Conflict management, shared decision making, interpersonal communication, group processes, and transformation of staff; relationship to improving organizations as open systems. Classic and current leadership theories and practice. (3)

ELOC 680 Seminar in Ethics and Educational Leadership Ethical issues, confronting leaders. Values and ethics of educational decision making; decisions associated with leadership and organizational improvement. Students develop a statement of ethical responsibility. (3)

ELOC 685 Advanced Quantitative Methods Further experience in obtaining and analyzing quantitative data to improve educational decision making. Methods of quantitative analysis to enhance the information—gathering ability of educational leaders with the goal of organizational improvement. Analytical methods are related to inquiry. Prereq: Eloc 534. (3)

ELOC 686 Advanced Qualitative Methods Further development of knowledge and skills for planning and assessing school improvement initiatives. Continuing practice of qualitative methods, archival methods, case study, and ethnographic field research methods. Students analyze and interpret data; possible pilot study for the dissertation or other research depending on student progression. Prereq: Eloc 534. (3)

ELOC 689 Dissertation Writing Methods Development of a proposal for the EdD dissertation. Emphasis on purpose of the study; literature which informs the study, and clear description of the methodology. The elements and phases of proposal writing from generating ideas for a research topic to integrating components of the proposal into a coherent document. (3)
ELOC 690 Dissertation Research and writing of dissertation under individual direction. Student defines, designs, and implements original research project. Minimum of three credit hours required upon passage of the dissertation proposal and one credit hour thereafter until student completes the final defense of the dissertation. (1-6)

ELOC 6902 Dissertation Completion (1-3)

Elementary Education
(See Education: Elementary)

English

ENG 402 Topics in Literary and Critical Theory Examines methodological frameworks and critical theories needed for graduate study in English. Focus on one primary text and a wider range of theoretical materials. (3)

ENG 406 Fundamentals of Film Studies: American Cinema Film and its American practitioners. Emphasis on basic techniques and vocabulary for analyzing and writing about film and reading film theory. Attention to prominent directors and popular genres, such as the thriller, melodrama, Western, buddy picture. (3)

ENG 407 Film History History of the medium with attention to technological, aesthetic, and cultural developments and influences. Secondary focus varies by semester but may include spectacle, independent film, sound, or auteur theory. (3)

ENG 408 Topics in Film Detailed study of genre, director, national cinema, or theoretical question in film studies. Subject varies by semester but may include film and gender, film noir, new German cinema, women directors, African-American cinema, or theories of spectatorship. (3)

ENG 409 Film and Gender Detailed study of a particular intersection of film with literature. Subject may include Shakespearean adaptations, plays adapted to the screen, adaptations of the American or British novel, or the influence of poetry on film. (3)

ENG 410 Early Modern Women Writers Explores the poetry, drama, and political polemics of sixteenth and seventeenth-century British women. Students prepare an extensive, illustrated anthology outlines of women's literary production and analyze the role of women as readers and writers in the period. Writers include: Jane Austen, Wordsworth, Mary Wollstonecraft, William Blake, Mary Shelley, John Keats, Jane Austen, and others. (3)

ENG 411 Non-Shakespearean Early Modern Drama Explores the work of some of Shakespeare's contemporaries and primary competitors in the London theatre scene. Central issues explored in class discussion, response papers, and final research projects. Students are exposed to diverse genres (comedy and tragedy and their various hybrids and offshoots) and early modern urban culture with emphasis on class and gender. (3)

ENG 412 British Romanticism Novels, poetry, and prose from 1780-1830 all tell the story of a Society struggling with Social, political, and artistic changes. This course focuses on texts that showcase these changes, with particular attention to the roles of readers and writers in the period. Writers include William Wordsworth, Mary Wollstonecraft, William Blake, Mary Shelley, John Keats, Jane Austen, and others. (3)

ENG 413 Crime in Victorian Literature Examination of various genres of crime writing and their relationship to the criminal codes and legal discourse of nineteenth-century England. Emphasis on issues of class and gender as they influence representations of murder, execution, prostitution, policing, incarceration, and domestic violence in the following genres: the detective novel, the sensation novel, the dramatic monologue, the street ballad, investigative journalism, verse drama, and lyric poetry. (3)

ENG 414 The Rise of the British Novel This course focuses on British fiction's first century: 1575 to 1850. Readings will include history and literary criticism in addition to a representative sampling of early British novels by writers such as Daniel Defoe, Samuel Richardson, Fanny Burney, Horace Walpole, Jane Austen, James Hogg, Mary Shelley, William Godwin, and Charlotte Brontë. The course will explore how the novel evolved, the cultural issues it addressed, and how writers tried to capture the diversity of human experience during that time period. (3)

ENG 416 Modern British Literature Study of the development and legacy of British Mod-


ENG 418 Mass Media 1700-1900 You might think of "mass media" as a 20th-century phenomenon connected to the advent of radio, tv, or the internet--but in fact mass media has a history dating back several hundred years. Our time-travel trip to Britain's eighteenth and nineteenth centuries, a period of unprecedented and lightning-quick changes in who wrote, who read, and how information and ideas were transmitted. We'll begin by reading some theory and some history about the roles of writer, reader, and media in this period; with this context in mind, we'll spend most of our time discussing the new forms and genres that spang up to accommodate the emergent cultural demand for information, education, and entertainment. Texts to be studied range widely and will include early periodicals, political writings, lectures, public art, and reviews along with more familiar literary texts like poetry (e.g., Byron's Don Juan), fiction (e.g., Dickens's David Copperfield), theesays (e.g., Swift's A Vindication of the Rights of Women), drama (e.g., John Gay's Beggar's Opera), and autobiography (Margaret Oliphant's Autobiography). (3)

ENG 419 Crime & Victorian Literature (3)

ENG 421 Early American Fiction Study of the development of narrative forms including picaresque, sentimental, epistolary, and gothic. (3)

ENG 422 Nineteenth-Century American Women's Fiction: Examination of the work of influential American women novelists and writers of the period. Particular attention to narrative form and social themes, such as education, marriage, motherhood, abolition, independence. Writers may include Louisa May Alcott, Jane Austen, Lucretia Mott, Margaret Fuller, Emily Dickinson, Stephen Crane, Charles B. Brown, Tenney, Imlay, Rush. (3)

ENG 423 American Gothic Literature (3)

ENG 424 American Renaissance Study of the development of American Renaissance writers and their role in shaping American exceptionalism. Writers may include Emerson, Thoreau, Hawthorne, Poe, Melville, Fuller, Douglas, Whitman. (3)

ENG 426 American Gothic Literature Study of cultural and psychological dimensions of gothic literature with a focus on context and representations of anxieties specific to historical moments. Exploration of issues such as: Social change; class conflict; race relations; family and gender constructions; nation building; xenophobia and xenophilia; roots of evil; and nature of sexual desire. Individual texts reflect range of gothic modes, including haunted house stories, psychological gothic, Southern gothic, the grotesque, female gothic, vampire story and postmodern gothic. (3)

ENG 428 Twentieth-Century American Women's Fiction Examination of range of women's novels and short stories and women writers' approaches to a variety of genres. Analysis of topics focused on gender and sexuality, including: the construction of identity; voice and silence; paid and unpaid labor; love and desire; violence and gender/biology and structure; alienation, belonging, and community; public and private spaces. Exploration of ways in which gender and sexuality are shaped by race, ethnicity, class, and age. (3)

ENG 430 Post-Colonial Literature Anglophone literature of all genres from Africa, the Caribbean, and South Asia to North America and Europe. Literary responses to cultural and linguistic colonization; analysis of national identity, cultural hybridity, and post-colonial subjectivity, and redifinition of race and gender. (3)

ENG 431A Fiction Writing I Workshop on the craft of the short story; emphasis on the various means of story-telling: point of view, tone, character development, and plot. (3)

ENG 431B Fiction Writing II Workshop on the craft of the short story; emphasis on the various means of story-telling: point of view, tone, character development, and plot. (3)

ENG 431C Fiction Writing III Workshop on the craft of the short story; emphasis on the various means of story-telling: point of view, tone, character development, and plot. (3)

ENG 432 Black Literature from Harlem to Paris (3)
ENG 432A Poetry Writing I
Students compose and revise their own poetry while studying the foundations of poetry, including classical metrical poetry, and today's more eclectic free verse. (3)

ENG 432B Poetry Writing II
Designed for students who have had the introductory course; focuses on issues raised by contemporary poetry in their own compositions. Prereq: Eng 431A. (3)

ENG 432C Poetry Writing III
Advanced poets focus on their craft and on preparing their compositions for publication, reading, submission, and publication. Writers will be encouraged to compose individually, to affirm collections with the thesis in mind. Prereq: Eng 431B. (3)

ENG 433A Play Writing I
Monologues, one-acts, basic concepts of writing for live performance: dialogue, action, characterization, plot, and climax. Monologues written for one actor, two-person scenes, three-person scenes, blackouts, short skits, and comedy scenes. Students will write and read from their work and supplement their own writing with readings of contemporary authors. (3)

ENG 433B Play Writing II
One-acts to full-length plays. Advanced skills such as secondary characters and plots, the use of literary devices in performance context, and the relationship of the play to the audience. Students will continue with the workshop process and conclude the class with staged readings of their works. Prereq: Eng 433A. (3)

ENG 433C Play Writing III
Playwriting. Advanced writers develop a script through participation with directors and actors in a full workshop production. The writer engages in all aspects of the production, from casting through rehearsal to performance, and assesses the play's success through audience feedback. Prereq: Eng 433B. (3)

ENG 434A Creative Nonfiction I
Techniques of nonfiction storytelling; analyzed and practiced with emphasis on personal narrative, including memoir. (3)

ENG 434B Creative Nonfiction II
Continuation of studies in style, narrative, and structure; students develop non-autobiographical work while maintaining a personal audience-oriented voice. Basic of creative research. Prereq: Eng 434A. (3)

ENG 434C Creative Nonfiction III
Advanced writers develop longer works and practice the process of collecting pieces into book-length volumes intended for publication. Prereq: Eng 434B. (3)

ENG 435 Intermediate Creative Writing for Teachers
Through work in two genres--chosen by the instructor from fiction, poetry, and creative non-fiction--students develop their craft and build their portfolios. Focus on critique of student work; analysis of work by notable authors, both contemporary and historical, and exploration of voice, style, and techniques for effective revision. Prereq: Eng 253. (3)

ENG 435A Creative Writing Research Techniques
ENG 435B Special Topics Creative Writing
ENG 435C Special Topics Creative Writing
ENG 435D Special Topics Creative Writing
ENG 435E Special Topics Creative Writing
ENG 435F Special Topics Creative Writing
ENG 435G Special Topics Creative Writing
ENG 435H Special Topics Creative Writing
ENG 435I Special Topics Creative Writing
ENG 435J Special Topics Creative Writing
ENG 435K Special Topics Creative Writing
ENG 435L Special Topics Creative Writing
ENG 435M Special Topics Creative Writing
ENG 435N Special Topics Creative Writing
ENG 435O Special Topics Creative Writing
ENG 435P Special Topics Creative Writing
ENG 435Q Special Topics Creative Writing
ENG 435R Special Topics Creative Writing
ENG 435S Special Topics Creative Writing
ENG 435T Special Topics Creative Writing
ENG 435U Special Topics Creative Writing
ENG 435V Special Topics Creative Writing
ENG 435W Special Topics Creative Writing
ENG 435X Special Topics Creative Writing
ENG 435Y Special Topics Creative Writing
ENG 435Z Special Topics Creative Writing

ENG 436C Seminar in Creative Writing
ENG 436D Seminar in Creative Writing
ENG 436E Seminar in Creative Writing
ENG 436F Seminar in Creative Writing
ENG 436G Seminar in Creative Writing
ENG 436H Seminar in Creative Writing
ENG 436I Seminar in Creative Writing
ENG 436J Seminar in Creative Writing
ENG 436K Seminar in Creative Writing
ENG 436L Seminar in Creative Writing
ENG 436M Seminar in Creative Writing
ENG 436N Seminar in Creative Writing
ENG 436O Seminar in Creative Writing
ENG 436P Seminar in Creative Writing
ENG 436Q Seminar in Creative Writing
ENG 436R Seminar in Creative Writing
ENG 436S Seminar in Creative Writing
ENG 436T Seminar in Creative Writing
ENG 436U Seminar in Creative Writing
ENG 436V Seminar in Creative Writing
ENG 436W Seminar in Creative Writing
ENG 436X Seminar in Creative Writing
ENG 436Y Seminar in Creative Writing
ENG 436Z Seminar in Creative Writing

ENG 437 Screen Writing
Students produce a full-length screenplay in a workshop atmosphere, practicing techniques used by professional screenwriters to create complex characters, thrilling action, and original plots. Some attention is given to marketing the screenplay, including the treatment and pitch. (3)

ENG 439 Southern African Literature
ENG 440 Special Topics in African-American Literature
ENG 441 Special Topics in African-American Literature
ENG 442 Imagining Terror
Twentieth- and twenty-first-century literary and cinematic representations of terrorism and its many permutations. Prereq: Eng 431B. (3)

ENG 443-49 Advanced Studies in Literary Theme
Detailed study of literary texts linked by theme or motif. Readings include primary texts and critical/theoretical materials, with attention to interpretative analysis and research. Topics vary from semester to semester; examples of recent topics include: The Age of Satire, Gay and Lesbian Literature, The Beat Generation. (3)

ENG 450 American Poetry since 1945
Detailed historical and theoretical examination of literary genre. (3)

ENG 453 The Modern Novel: Women & Love
ENG 456 Science Fiction by Women
ENG 458 20th Century Women's Drama
ENG 459 Bergman, Fellini & Gender

ENG 460 Topics in Shakespeare
Advanced study of specific issues or themes in group of Shakespeare's works. Points of focus might include the approaches to history in the two Henriad; the verse structure of the sonnets as compared to that of the plays; representations of women in drama. (3)

ENG 461 Studies in a Single Author
Detailed study of one writer in his/her cultural context. (3)

ENG 462 Mark Twain
Intensive study of selected works focusing on a specific theme. (3)

ENG 463 Milton
ENG 464 Studies in Single Author

ENG 465 Literary Theory and Criticism
Critical methods of significant literary theorists, ancient and modern. Writing assignments involve hands-on application of theories to specific literary texts. Required of all English MA students; should be taken during first year of enrollment. (3)

ENG 466 Advanced Studies in Critical Theory
Intensive study of one or two schools of critical theory (post-structuralism, post-colonialism, Marxism, feminism, theories of ethnicity, cultural studies) and their implications for study in language, literature,
and representation. Primary readings in theoretical texts with consideration of their implications for practice. (3)

ENG 467 Studies in Composition Theory
Cultural, cognitive, and political theories about the acquisition and practice of advanced literacy skills. The roles that reading, direct grammar instruction, rhetoric, and revision play in various approaches to the teaching of writing. (3)

ENG 468 Whitman and Gender
(3)

ENG 469 Hawthorne
(3)

ENG 470 Jane Austen
(3)

ENG 471 Henry James
(3)

ENG 474 Advanced Studies - Single Author
(3)

ENG 475 Melville's Fiction
(3)

ENG 476 Mark Twain
(3)

ENG 477 Edgar Allan Poe
(3)

ENG 482 Online Literary Magazine Production
An online literary magazine production internship course. (3)

ENG 483 Literary Magazine Production
All student staff edits Ozy Review, a literary journal featuring fiction, poetry, and creative nonfiction, published at Roosevelt for 35 years. Hands-on internship including design, producing, publicizing, and distributing the journal. Some instruction in protocols for book, magazine, and newsletter publishing. (3)

ENG 484 Internships in the Community
Student-directed writing or teaching assistantships arranged outside the University. Placements may include local arts organizations, book and journal publishers, not-for-profit organizations, corporations, museums, or youth and senior centers. Student receives on-site supervision and instruction and also works closely with a faculty advisor. (3)

ENG 485 Internship in the Teaching of Literature
Student is apprenticed to an experienced teacher in an English literature course and participates in class planning and procedures. Construction of syllabus, lesson plans, lectures, writing assignments, and tests supplemented by classroom experience in facilitating discussions and supervising student progress. Prereq: sufficient advanced coursework in area of internship and consent of instructor and program coordinator. (3)

ENG 486 Internship in the Teaching of Creative Writing
Student is apprenticed to an experienced teacher in an introduction to Creative Writing and participates in most aspects of the planning and procedure. Construction of syllabus, lesson plans, lectures, and writing assignments as well as experience in leading critique of student writing and discussion of works by established authors. Pedagogical philosophies governing the teaching of creativity in the college classroom and at the primary and secondary levels. Prereq: three creative writing workshops and consent of the instructor and program coordinator. Prereq: Eng 220. (3)

ENG 487 Internship in the Teaching of Composition
Student is apprenticed to an experienced teacher in a composition course and participates in class planning and procedure. Readings in composition theory supplemented by classroom observation and tutoring under supervision of director of composition. Prereq: consent of director of composition and program coordinator. (3)

ENG 489 Directed Readings
Closely supervised study focusing on the master’s reading list for the written and oral qualifying examinations. Students must have completed one or two courses in a single field. (3)

ENG 489Y Directed Readings Completion (0)

ENG 490 Thesis
(3)

ENG 490Y Masters Thesis Completion (0)

ENG 490Y Prof. Myths & the 20th Century American Novel
(3)

ENG 492 Women’s Autobiography
(3)

ENG 494 Modern Poetry: British & American
(3)

ENG 495 Literary Publishing Internship
Intensive study and original scholarship culminating in a written project. Topics to be developed by student in consultation with appropriate faculty members. (1-6)

ENG 496 Modern Drama, Theory, Criticism
(3)

ENG 499 English Internship
(3)

Environmental Science

ENVS 414 Introduction to Geographic Information Systems
Principles and methods of geographic information systems (GIS) with emphasis on data management, historical data resources, and the development of geographic information systems. Prereq: GIS implementation; acquiring, converting, and integrating data; acquiring, converting, and integrating data; creating GIS layers and themes; in multiple environments; editing and correcting GIS layers; developing processes to modify data and conduct geographical analyses; customizing applications, and preparing results from a completed GIS project. Prereq: Envs 414. (3)

ENVS 435 Great Lakes
Prereq: Biol 112 or Biol 201 or Biol 202 (3)

ENVS 480 Geographic Information Systems
Capstone Project
Students work on an independent project in a field of interest with faculty supervision and guidance. Prereq: Geog 316. (3)

ENVS 493 Independent Study in Environmental Science
Literature review, analysis, experimental design and execution. Faculty approval and supervision of projects required. (1-4)

Finance

FIN 408 Finance for Decision Makers
Financing problems facing businesses; general principles of accounting and economics applied to solution of these problems. Time value of money applied to the pricing of securities. Business capital budgeting decisions, financial statement analysis, forecasting and management of working capital, and special topics chosen by the instructor. Prereq: Acct 405, Mgmt 403. (3)

FIN 454 Global Financial Management
The importance of international financial markets, international organizations, and global macroeconomic developments in the financial management of multinational businesses. Emphasis on foreign currency and interest rate arbitrage, exchange rate determination, and foreign exchange risk management. Prereq: Fin 408. (3)

FIN 482 Theory and Cases in Financial Management
Advanced course in corporate finance. Topics include capital budgeting, capital structure, management of working capital, and special topics chosen by the instructor. Prereq: Fin 408. (3)

FIN 483 Capital Markets and Financial Institutions
Topics in money and banking including monetary theory and the theory of interest. Financial institutions and their regulation; focus on deposit type institutions. Derivative securities and their pricing with application of financial intermediaries. Prereq: Fin 482. (3)
Geography
GEOG 415 Intensive Hands On GIS Experience PC-based, practical hands-on experience using the most recent version of the ARCGIS software. Find, collect, use, and display geographic data and acquire skills to input, manipulate, and convert data into usable databases. As well, generate map output and reports. Students will produce a portfolio of learned skills and a GIS problem-solving project in the area of individual interest. A hybrid course available online and in Robin campus. (3)
GEOG 416 Advanced Geographic Information Systems Preq: Geog 415 (3)

History
HIST 400 The Ancient World The classical societies of the ancient Mediterranean world; the Greek city state; the rise of Rome; and the nature and decline of the Roman Empire. Prereq: grad standing. (3)
HIST 401 Introduction to Graduate Studies Tools for beginning researchers in history. Empirically based course drawing on biological and historical materials, including primary documents such as letters, diaries, and government documents. Bibliographical tools from traditional bound sources to contemporary online reference materials. Evaluation of evidence, development of convincing arguments, and familiarity with style sheets. (3)
HIST 402 Renaissance and Reformation Society, economics, ideals, and politics in Western Europe from the mid-13th century to 17th-century religious wars. (3)
HIST 403 The Immigrant in the History of the United States Reading and research on changing trends in immigration, assimilation efforts, and immigrant politics and policies. (3)
HIST 404 Camelot to Watergate: United States, 1960 to 1974 Policies and culture of the US from 1960 through the resignation of President Nixon. (3)
HIST 405 Modern Imperialism The overseas expansion of Europe and the US in the 19th and early 20th centuries including their conquest, administration, cultural and technological transformation, and economic exploitation of anticolonial movement and wars of national liberation and decolonization after World War II. (3)
HIST 406 The World Since 1945 Main currents in development of global institutions and values from 1945 to present. (3)
HIST 407 History of Metropolitan Chicago Growth of the city and suburbs, land use, and economy, changing ethnics and social components, and politics and culture. (3)
HIST 409 19th-Century Europe The long European peace from Waterloo to the outbreak of World War I; Industrial Revolution; unification of Germany and Italy; rise of liberalism, nationalism, and socialism; tensions and rivalries at the turn of the century; and expansion of European colonial empires. (3)
HIST 410 Europe from Absolutism to Revolution, 1600 to 1789 European society and government from the height of absolutism to the dawn of democracy. Social and cultural trends; Scientific Revolution and Enlightenment; the rise of European overseas empires. (3)
HIST 411 The Society and Culture of Medieval Europe Social, cultural, and political institutions in Western Europe from the late Roman Empire to mid-15th century. (3)
HIST 415 Latin America to Independence Central and South American societies. Topics include socioeconomic, political, religious, cultural, and racial history of colonial societies through wars of independence. (3)
HIST 416 Latin America Since Independence Socioeconomic structures, law and politics, ideas, growth and distribution of power and resources, religious culture, reform and revolution from independence to present. (3)
HIST 417 The French Revolution and Napoleon Collapse of Old Regime, course of revolution, Napoleonics, impact of revolution on Europe and world, Historical controversies. (3)
HIST 420 Major Western Revolutions of Modern History Causes, development, and impact of major revolutions and revolutionary ideologies in the Western world beginning with Puritan revolution in England. (3)
HIST 421 20th-Century Europe Political and social history of Europe in the 20th century. Topics include the world wars, fascism and communism, decline and fall of colonial empires, Cold War, recovery and prosperity after World War II, European unification, collapse of the Soviet Union, and Eastern European revolutions. (3)
HIST 423 The Urban Vision: Cities and Suburbs in American Thought and History Intellectual and social history of US cities from colonial small town to 21st-century megalopolis. Focus on environment, politics, immigration, race and ethnicity, work, family, life, reform, mass culture, and suburbanization. (3)
HIST 425 Diplomatic History of the United States Development of American foreign relations from American Revolution to the present. Topics include manifest destiny and expansionism; imperialism of 1890s; USisegotoglobalpowerinthe20thcentury; and the end of the Cold War. (3)
HIST 426 Topics in American Social History Topics include gender roles, gender and labor, childhood in America, food history, and the West in American history. Prereq: See class schedule. (3)
HIST 427 Working Men and Working Women in American History Development of labor organizations from 1840 to present and changing lifestyles of the laboring population. (3)
HIST 430 Colonial and Revolutionary America Evolution of colonial American social, economic, and political institutions. (3)
HIST 431 Constitutional History of the United States Major topics in American constitutional development from colonial beginnings through the 20th century. (3)
HIST 433 The American Civil War and Reconstruction Causes of Civil War; the interrelationship between government and partisan politics; the advent of central state authority; the role of slavery; and the controversies surrounding Reconstruction in the United States. (3)
HIST 435 History of Nationalism Examinations of content and issues surrounding one of the major currents of modern history, historical methodologies. (3)
HIST 437 History of United States Reform Movements
Analysis of reform movements including abolitionism, populism, progressivism, New Deal, the 1960s, and recent reform movements. (3)

HIST 441 Topics in European History
Topics may include Russian and Soviet histories; class formations and divisions; intellectual currents, and revolutionary upheavals. (3)

HIST 442 Topics in World History
Asian, African, and European studies; topics may include global linkages. (3)

HIST 446 History of World War II
Causes, campaigns, home fronts, and diplomacy of the war, including analysis of its effect on human affairs worldwide. (3)

HIST 449 North American Slavery
Study of Atlantic slavery with emphasis on slavery in Africa, European labor needs in the New World, emergence of chattel slavery in the US, and the character of a transformed African population. (3)

HIST 450 Graduate Seminar
Historiographical exploration and research of a selected and significant topic. (3)

HIST 452 The Making of Modern America, 1880 to 1929
Population, the Progressive Movement, immigration, rise of Jim Crow, nationalism, and emergence of the US as a world power. (3)

HIST 453 America Transformed, 1929 to 1945
Study of the tumultuous years from the Great Depression through World War II with emphasis on social, political, and cultural history. (3)

HIST 454 Nazi Germany
Political, social, intellectual, and economic preconditions for rise of Third Reich; survey of institutions, ideology, and techniques of totalitarian rule. (3)

HIST 457 The United States, 1945 to Present
Major issues that have shaped the US in recent decades emphasizing both domestic, social, and political history and foreign policy. (3)

HIST 458 Black Chicago’s History and Culture, 1770 to 1960
The role and impact of the African-American community on the culture, society, politics, and economy of the City of Chicago from DuSable to 1960. (3)

HIST 466 The Holocaust in Historical and Philosophical Perspective
The background, causes, events, impact, and implications of the destruction of the Jews in Europe. (3)

HIST 467 Love, Sex, and Marriage in the Western World
Attitudes and behaviors concerning love, sex, marriage, and their interrelationships with a broader social, cultural, and political trend in Western civilization. (3)

HIST 468 United States History, 1789-1860
Emergence and development of a new government under the Constitution of 1787. Political developments from the election of Andrew Jackson to the election of Lincoln; Jacksonian Democracy; importance of slave labor and wagelabor as the foundation of the market economy; religious-based reforms; countervailing influences of nationalism and sectionalism. (3)

HIST 470 History of Africa After 1500
The influence of European and African contacts on the African continent; the transatlantic and Middle Eastern slave trades; state formation in resistance to the rise of European colonial domination. (3)

HIST 471 Modern and Contemporary Africa
The rise of nationalism; end of colonialism; rise of neo-colonialism; Cold War influences; managing the problems of independence. (3)

HIST 472 History of American Family Life
Child-rearing practices, role of men and women in family structure, education, and welfare, and impact of technological change on family life. (3)

HIST 477 Environmental History
The impact of human activities on the natural environment. Agriculture, irrigation, fishing, industrialization, and population growth and their effects on lands and waters of the world. (3)

HIST 483 History and Politics of Women in the United States
Women in the US from colonial times to the present. Emphasis on the women’s rights movement and feminism, work, family, health, and education. Issues of class, race, ethnicity. (3)

HIST 485 Internship in Teaching History
Student is apprenticed to an experienced teacher in the City of Chicago from DuSable to 1960. (3)

HIST 490 Thesis
Prerequisite: consent of instructor. (3)

HIST 491 History of Mexico
Social, economic, political, and cultural development of Mexican society from its pre-Hispanic roots through Spanish conquest to independence movements; the Revolution, and evolution into modern Mexican Society. (3)

HIST 495 Independent Study
Prerequisite: consent of instructor. (3)

**Hospitality and Tourism Management**

HOSM 400 Issues and Trends in Hospitality and Tourism Management: A Forum for Leadership Development
Comprehensive overview of the hospitality and tourism industry. Presentations and dialogues with executives in the field. Topics include lodging, food and beverage, meeting, convention, and exhibition management; government; transportation; and associations. (3)

HOSM 410 Applied Research Methods in Hospitality and Tourism Management
Data, methods, and analytical techniques necessary for leadership in new business realities. Basic statistical and analytical tools. Sources of data, such as on-line surveys, focus groups, and surveys. Analytical tools such as factor analysis, cluster analysis, and regression analysis applied to hospitality and tourism operations; preparation and analysis of profit and loss statements. (3)

HOSM 420 Management Theories and Practices in the Hospitality and Tourism Industry
Topics may include management processes, change, delegation, motivation, selection, evaluation, compensation, leadership, and training. (3)

HOSM 430 Operations Analysis
Business and financial reports typical of hospitality and tourism operations; preparation and analysis of profit and loss statements. (3)

HOSM 440 Organizational Development, Multiculturalism, and Cultural Diversity
How new businesses and real estate affect individuals, groups, and organizations in the hospitality and tourism industry. Changing perspectives on leadership, the promise and problems of teams, and the nature of influence and power. The social structure, cooperation, and conflict, and negotiation. (3)

HOSM 445 Methods of Teaching Hospitality and Tourism Subjects
Scope of the hospitality and tourism industry and current industry-related instructional materials and programs. Designed for instructors of secondary and post-secondary levels. Process of developing secondary school programs, establishing post-secondary educational articulation agreements, and gaining financial support. Analysis of the economic, social, cultural, and environmental impact of hospitality and tourism on domestic and international economies. Current future trends in the industry. (3)

HOSM 446 Organizing and Administering Cooperative Education Programs
Content required to organize and administer work-based instructional programs. Skills needed to plan, develop, implement, operate, and evaluate work-based learning approaches at different development levels. Methods related to work-based learning, school-based learning, and measurement of student performance. Student labor laws and a spectrum of workplace issues. (3)

HOSM 447 Hospitality Practicum for Teachers
Hands-on workplace experience; evaluation of employment skill standards in various segments of the industry; development of instructional resource material and analysis of the impact of hospitality and tourism in the US economy. (3)
Human Resource Management

HRM 400 Strategic Issues in Human Resources Current management concepts enabling managers to make decisions based on accurate diagnosis of situations that involve human resources issues. The functions of employment, development, compensation, labor management, diversity, and employment law are all concurrent processes to be addressed in the special context of human resources management function. (3)

HRM 405 Legal Issues in Human Resources Management Major US laws and regulations affecting human resource policies in organizations. (3)

HRM 420 Human Resources and Career Planning See Trdv 420. (3)

HRM 428 Workplace Diversity See Trdv 428. (3)

HRM 430 Employee Benefits See Fnsv 430. (3)

HRM 432 Administering Labor/Management Relations Collective bargaining, management planning for labor agreement, analysis of management/labor problems, contract alternatives, and management demands. Preparation for and conduct of negotiations, implementing new or revised agreements, contract administration, grievance administration, arbitration, and climate of labor management relationships. Prereq: Hrm 400. (3)

HRM 433 Employee Selection and Staffing Governmental regulations affecting employment decisions. The role of federal, state, and local government related to “legal or illegal” HR department operations. Review of job analysis and job descriptions and the establishment of personnel planning and recruitment strategies. Employment tests, interview, and background investigations, evaluated for efficiency and legality. Paradigm for making effective decisions consistent with organizational goals and objectives. Prereq: Hrm 400. (3)

HRM 438 Compensation Management Theory and practice of compensation systems. Topics include financial and nonfinancial incentives, performance appraisal, audits of pay programs, piece rate setting, compensable worth, merit programs, and related policy determination. Institutional and governmental constraints on compensation decisions, internal equity, and individual equity. Pertinent legislation. Executive compensation, bonus systems, stock options, phantom stock, stock combinations, and other executive perquisites. Prereq: Hrm 400. (3)

HRM 493 Seminar in Human Resources Management Capstone course for the MS in human resource management. Comprehensive summary of the major areas of managing human resources including progressive and innovative human resource practices found in leading companies. Prereq: Mgmt 407, Hrm 400, 434, 438. (3)

HRM 495 Independent Study in Human Resources Management Intensive study of a human resources management topic under the direction of a management faculty member. The project is selected by the student with approval by the supervising faculty member and program chair. (1-3)

Information Systems Management

INFS 401 Information Resource Management Information processing systems. Theories of data and information. Fundamental management, strategic, and organizational issues in the use of information systems. (3)


INFS 413 Seminar in Information Systems In-depth study and analysis of a selected topic. Selection depends on recent developments and problems in the field as well as faculty interests and specializations. With prior approval, course may be taken for credit more than once with different topics. Contact MIS program director for current topic. Prereq: Infs 401. (3)

INFS 421 Accounting and Financial Information Systems Systems development and systems applications within accounting and financial areas. Topics include security, control, information needs, decision requirements, processes, techniques, and data flows. Prereq: Infs 440 and Acct 405. (3)

INFS 430 Global Issues in Information Systems Information systems and technology in global settings. The study of diversity, cultures, business environments, and legal issues; transborder data flow; information systems issues arising from conducting business globally. Prereq: Infs 401. (3)

INFS 440 Systems Analysis and Design Structured analysis and logical design of business information systems. Techniques for stating and analyzing requirements. Logical design and specification of system outputs, inputs, files, and processes. Procedures for system cost and benefit analysis. Life cycle concept of information systems development. Prereq: Infs 401. (3)

INFS 441 Systems Design and Implementation Continuation of Infs 440. Procedures for logical design, specification, program design, and physical system design. Topics include alternative system structures and alternative system evaluation. Design of program structures, subsystems, and user interfaces. System testing. Program implementation, conversion problems, evaluation of system, and management of information systems development. Prereq: Infs 440. (3)

INFS 451 Decision Support Systems Role of information systems in assisting managers in decision making in all functional areas of organizations. Prereq: Mgmt 403, Infs 401. (3)

INFS 471 Management of Information Systems Integrating information and communication alternatives with organizational behavior and business organizations. Business strategy, including strategic considerations of computer-based information and decision support systems. Prereq: four information systems courses or consent of instructor. (3)

INFS 491 Special Topics Content varies. (3)

INFS 495 Independent Study in Information Systems Intensive study of a topic under the direction of an information systems faculty member. The project is selected by the student with approval by the supervising faculty member and program chair. (1-3)
Integrated Marketing Communications

IMC 401 Business to Business Marketing and Communications

Principles and practices of marketing in a broad sense and marketing communications within the context of marketing organizations. Communications applications in new product development, pricing, promotion, and distribution channels. Includes modular and quantitative methodologies, marketing analysis, and decision-making. (3)

IMC 409 Methods of Integrated Marketing Communications

The use of marketing communications concepts and processes to build stronger brand relationships. An idea-centric model for the integration of marketing strategies; identifying objectives; creative considerations; data mining and target segmentation. Marketing communications messages from conceptual to copy platform form to written completion. Emphasis on identifying goals and objectives, trends, and tactics, and working towards the "big idea." Pre: IMC 401 and 409. (3)

IMC 443 Principles of IMC Media Planning

Applications in media planning for IMC. Media-planning processes from objectives and strategies to tactics, targeting and media selection; creating and producing direct marketing packages, catalogs, and print advertising. Establishing budgets, research and market testing. Pre: IMC 446. (3)

IMC 445 IMC Ethics and Society

Examination of manipulative techniques beyond advertising. Ethical considerations in marketing communications. Pre: IMC 401 and 409. (3)

IMC 447 IMC Principles of IMC

Overview of the visual arts in marketing communication. Fundamentals of brand identity and imagery, including print, broadcast, collateral, and web. Pre: IMC 401 and 409. (3)

IMC 448 Writing for Newsletters

Skills course focused on information gathering and writing for newsletters. Pre: IMC 446. (3)

IMC 450 Principles of Direct /Database Marketing Communications

Development and management of direct marketing programs. Strategic business planning; development of the offer; merchandising selection; mailing lists and media selection; creating and producing direct marketing packages, catalogs, and print advertising. Establishing budgets, research and market testing. Pre: IMC 446. (3)

IMC 452 IMC Ethics and Society

Examination of manipulative techniques beyond appropriate persuasion in advertising. Ethical considerations in marketing communications. Pre: IMC 401 and 409. (3)

IMC 453 Integrated Marketing Communications

Focuses on crisis communication, including communication strategies, frameworks for decision making, and tactics of planning for crises and developing a strategic marketing communications plan for response at each stage to mitigate negative public perceptions. Pre: IMC 446 and IMC 471. (3)

IMC 454 Publication Design

Theories and practical experience with creating layouts and using photos and art in newsletters, magazines, newsletters, and online publications. Students use InDesign software for hands-on layout exercises. Pre: IMC 446. (3)

IMC 460 Account Planning

Creating marketing communications requires insights about the consumer — insights often unavailable through classical quantitative research techniques. Covers consumer decision-making behavior, long-term branding strategies, qualitative research techniques, and the kind of executional strategy skills normally associated with a Creative Director. Pre: IMC 446. (3)

IMC 461 Principles of Customer Relationship Management (CRM)

The strategy of CRM. Topics include technologies for marketing communications, not IT professionals; data-mining for CRM applications, salesforce automation, marketing optimization, digital aids to customer service, business intelligence, and product personalization. Pre: IMC 446. (3)

IMC 465 IMC Campaigns

Examination of manipulative techniques beyond advertising. Ethical considerations in marketing communications. Pre: IMC 401 and 409. (3)

IMC 466 IMC Principles of IMC

Overview of the visual arts in marketing communication. Fundamentals of brand identity and imagery, including print, broadcast, collateral, and web. Pre: IMC 401 and 409. (3)

IMC 475 E-Commerce and Marketing Communications

Internet branding, selecting domain names, Web hosting, search engine strategies, market segmentation on the Internet, one-to-one marketing, customer relationship management, Internet marketing tools, successful product and service marketing. Pre: IMC 446 and IMC 489. (3)

IMC 480 IMC Campaign Planning

Capstone course in which students develop complete IMC plans on a specific product or service. Focus on each element of the plan, covering the full content of the core program. Instructor provides counsel to student teams. Pre: All six core courses, plus three elective courses. (3)

IMC 489 Principles of Internet Marketing Communications

Case studies explore the theoretical and practical aspects of current web, intranet, and interactive marketing strategies. Alternative tools and techniques of this and other emerging technologies. Hands-on experience with computer applications, Internet marketing strategy and the Internet as a marketing tool. Pre: IMC 446. (3)

IMC 499 Internship

Advanced inservice training with a marketing or media organization. A minimum of 15 hours per week for 15 weeks or equivalent must be spent with the employer. Prerequisites: IMC 401, IMC 409. (3)
Jazz Studies
(See Music: Jazz Studies)

Journalism

JOUR 401 News Fundamentals
Intensive preparation in mass media writing, reporting, and editing techniques; grammar, usage, and Associated Press style. Class meets five hours weekly. (3)

JOUR 405 The State of the News Business
Current journalism trends and issues, including history, ethics, and law; careers in journalism; criticism of media; changing techniques, technology, audiences, and publishing strategies. May be taken concurrently with Jour 401. Prereq: Jour 401. (3)

JOUR 406 News Broadcasting
News reporting for radio and television. Writing, video editing, and delivering news and feature stories. Prereq: Jour 411. (3)

JOUR 410 History of Journalism
Development of journalism from European antecedents of the American colonial press through trends into the 21st century. Examination of US newspapers, magazines, radio, television, and online media. Prereq: Jour 411. (3)

JOUR 411 Advanced Reporting Methods
Use of statistics, census data, and original research in journalistic writing; emphasis on social science and computer research methodology and on advanced reporting techniques. Should be taken in the second term at the latest. Prereq: Jour 405. (3)

JOUR 422 Feature Writing
Principles and practices of writing newspaper and magazine features. Prereq: Jour 411 or consent of instructor. (3)

JOUR 425 Photography: From Chemical to Digital
Introduction to black and white photography and digital imaging. Theories and problems; basic camera and darkroom techniques, working with Photoshop on Macintosh computers. Students provide cameras and some supplies. Lab fee. Prereq: Jour 411. (3)

JOUR 428 Digital Photography
The ethical, philosophical, and practical considerations regarding digital imaging. Use of flat-bed scanners, 35mm, and digital cameras. Primary imaging program will be Adobe Photoshop. Prereq: Jour 411. (3)

JOUR 431 Public Opinion and Propaganda
Factors in public opinion formation; techniques and uses of public opinion polling; definition, identification, and socially positive and negative uses of propaganda. Prereq: Jour 405. (3)

JOUR 440 Public Relations Campaigns
Strategic planning, research, implementation and evaluation of public relations campaigns. Includes writing of objectives and production of public relations program materials. A project-based course. Prereq: Jour 411. (3)

JOUR 441 Public Relations Case Problems
Case studies and typical public relations problems in industry, labor, education, government, social welfare and trade associations; planning and preparation of communication materials for various media; application of public relations techniques. Prereq: Jour 411. (3)

JOUR 442 Politics and Media
A blend of theory and practice focusing on how the media cover politics; how politicians, special interest groups, and political parties attempt to influence the media; and how politicians and issue advocates use advertising to target their message directly to voters. Emphasis on the interplay among media, candidates, and special interest groups of today's political campaigns on society and democracy; use of polls and focus group data; message, the future of campaign finance reform. Prereq: Jour 411. (3)

Jour 443 Crisis Communications
Focuses on challenging business and other organizations related to crisis events and subsequent damage to reputation and brand. The course examines crisis categories, threat levels, the stages of the crisis cycle, stakeholders, as well as media and special interest group roles. The course addresses the importance and techniques of planning for crises and developing a strategic marketing communications plan for response at each stage to mitigate negative public perceptions. Prereq: Jour 411. (3)

JOUR 444 Promotional Video Production
A step-by-step, hands-on tutorial on video production techniques for developing ideas and products. Students will learn how to research a topic, write about it, interview participants, shoot video footage and edit it all into an effective and attractive package that promotes a media, cause, product or service. Prereq: Jour 411. (3)

JOUR 445 Writing for Newsletters
Skills course focused on information gathering and writing for newsletters. Prereq: Jour 411. (3)

JOUR 446 Newsletter Publishing
Audience research, budget planning, and production overview of newsletters, both print and online. Whether they are strictly journalistic entities, promotional tools, or adjuncts to organizations. Prereq: Jour 411. (3)

JOUR 450 Special Topics: Journalism Today
Course content varies by semester but focuses on current issues and/or diversity, alternative media, and social justice as they relate to media. Prereq: Jour 411. (3)

JOUR 452 Editorial and Column Writing
Writing well-researched, logically argued editorials and columns expressing opinions on newspapers, other publications, or individual journalists. Prereq: Jour 411. (3)

JOUR 453 Alternative Media
Roles of suburban and rural, ethnic, and community newspapers, and alternative and online media. Prereq: Jour 411. (3)

JOUR 454 Publication Design
Theories of design and practical experience with creating layout and using photos and art in newspapers, magazines, newsletters, online publications. Students use InDesign software for hands-on layout exercises. Prereq: Jour 411. (3)

JOUR 455 Magazine Writing
Writing and researching of magazine articles. Prereq: Jour 411. (3)

JOUR 457 Magazine Production
Research, writing, design, and production of magazines. Students use InDesign software for publication design. Prereq: Jour 411. (3)

JOUR 461 Advanced Photography
Digital and chemical photographic practice and theory. Students shoot using a digital camera, develop and print black and white photography, and produce a substantial portfolio. Digital technologies such as QuickTime VR and the World Wide Web. Prereq: Jour 405 and Jour 425. (3)

JOUR 462 Reporting/Writing Focus: Changin
toation of courses focused on reporting and writing for specific audiences and publications. Courses will include Arts Reporting, Trade Journal Writing, Science and Medical Writing, and others to be developed. Prereq: Jour 411. (3)

JOUR 463 Law and Ethics
First Amendment rights and responsibilities; libel and slander; legal access to public meetings and documents; restrictions on print and broadcast media, criteria for ethical decision making. Prereq: Jour 405 or consent of instructor. (3)

JOUR 470 Media Criticism
Students apply contemporary criticism to current media issues and performance. Theoretical and technical communication in media and the Social Impact of media messages. Prereq: Jour 405. (3)

JOUR 475 The Scholastic Press
Designed for high school newspaper advisors. Introduction to news writing, layout, design, photography, and other elements of producing newspapers. Contact department chair for course availability. Prereq: consent of department chair. (3)

JOUR 480 The Journalism Project
Capstone course; students develop a substantial reporting project suitable for print, broadcast, and online media. Prereq: completion of other required courses in the major. (3)

JOUR 489 New Media and Technology
Current trends and new forms of media and technology and their potential effects; focus on the World Wide Web, interactive media, online services, digital photography, and other current topics. Hands-on experience with computer applications and website design. Prereq: Jour 405. (3)

JOUR 492 Practicum in the Teaching of Journalism
The teaching of writing and other skills related to journalism, such as reporting, layout and design, and photography. Contact department chair for course availability. Prereq: consent of director. (3)

JOUR 499 Graduate Internship
Advanced, supervised training with professional publication, broadcast station, public relations agency or online operation. Minimum of 15 hours per week for 15 weeks or the equivalent must be spent with employer. Prereq: Jour 405 and Jour 411. (3)
Language and Literacy
(See Education: Language and Literacy)

Paralegal Studies Program

LAWA L01 Ethics and Professionalism
Regulation of the legal profession including the rules of conduct that govern legal assistants. Topics include the meaning and importance of the unauthorized practice of law; attorney-client privilege and related work product doctrine; doctrine of confidential/confidentiality conflicts of interest; Law Office management; conflicts of interest check system; law office calendar; billing procedures; face arrangements; client trust accounts; filing systems; and document retention. Preparation of client letters, to clients, and law office memoranda. (3)

LAWA L02 Legal Research
Research tools of the law library; preparation of the various legal authorities. Tort, contract, and general litigation legal reasoning and legal analysis. Online research using both computerized legal databases and the Internet. Significant class time in the law library and in the computer lab with the instructor. (3)

LAWA L03 Civil Law
Torts, property, wills and trusts, domestic relations, intellectual property, and employment. Current legal events. (3)

LAWA L04 Pre-Trial Litigation
Pre-trial litigation process in civil matters. Client and witness interviews; factual investigations; jurisdiction; pre-trial motions; litigation strategy; administrative remedies; procedures; evidence for use at trial; deposition; written discovery; and review of documentation. Federal and Illinois Rules of Civil Procedure and local court rules. (3)

LAWA L05 Commercial Law
Law of contracts; law of business organizations; commercial law; business ethics; bankruptcy law; law of agency; and antitrust and securities law. (3)

LAWA L06 Trial and Post-Trial Litigation
Law of Evidence; preparation of a case for trial; the trial process; and post-trial issues. Exhibits; subpoena; interviewing and contacting witnesses; preparing witnesses for testimony; trial briefs; motions to exclude evidence; and jury instructions. Taking notes at trial. Post-trial procedures including motions and enforcement of judgment. (3)

LAWA L09A Real Estate
Residential and commercial real estate transactions and issues. Various estates in real property, including freehold estates, easements, and licenses; various methods of holding title to property; types of transfer deeds; surveys, plats, and subdivision maps. Legal descriptions of property; closing documentation and title search. Emphasis on the practical study of real estate law and transactions. (3)

LAWA L19A Intellectual Property
Federal law regulating copyrights, trademarks, and patents; state law regulating trade secrets. Practical skill assignments, including the registration of a copyright; preparation of agreements to use protect trade secrets, and the selection, evaluation, and registration of a trademark. In-depth coverage of current laws of intellectual property and processes of protecting intellectual property rights. (3)

LAWA L23 Estates, Trusts, and Wills
Practical aspects of estate planning and estate administration; legal principles involved in estate work. Preparation of documents incident to estate practice. Advantages and disadvantages of estate forms and which forms are best under specific circumstances. (3)

LAWA L25 Legal Writing
Grammar basics and the Uniform System of Citation. Written assignments ranging from simple case briefs and business letters to complex research memorandum that integrates research, analysis, and writing skills. Students draft legal documents during class and as outside homework assignments. Significant feedback from the instructor. (3)

LAWA L26 Criminal Law
Overview of the criminal justice process in the United States. Investigation of a crime, arrest, charging offenses, arraignment, and the pre-trial and trial process. Definition of criminal offenses, the parties to an offense, and responsibility for crime. Issues regarding criminal procedure, including privilege against self-incrimination; Miranda warnings; the right to counsel; and double jeopardy. Study of factual court cases. (3)

LAWA L27 Corporate and LLC Law
Basic principles of corporate practice and various aspects of corporate and securities law; focus on the practical side of the law. Students prepare appropriate forms relating to various types of business entities: sole proprietors, limited liability corporations, and public and privately held corporations. (3)

LAWA L29 Legal Technology
Basics of software applications in the law firm environment. Microsoft applications and specific computer skills often required of paralegals. Legal software applications. Emphasis on software applications that help paralegal organizations. (3)

LAWA L30 Paralegal Internship
An opportunity to gain practical work experience under the supervision of an attorney in day-to-day, on-site paralegal work. Students intern under the supervision of a paralegal coordinator. The student intern will submit a self-evaluation report on his/her experiences during the internship. (3)

Management

MGMT 403 Quantitative Analysis for Decision Makers
Important and widely used quantitative techniques for making business decisions. Focus on the limitations, assumptions, applicability, and interpretation of quantitative techniques. Emphasis on interpreting computer software for quantitative analysis. Topics include data analysis, probability, decision theory, process control, regression, statistical inference, linear programming, and others. Prerequisite: Statistics module of Badm 401. (3)

MGMT 407 Executive Leadership
Principles of organizational success and leadership management and the ability to lead subordinates. Topics include employee motivation, leadership theories, ethics, decision making, conflict management, group dynamics, power and politics, and organization culture. (3)

MGMT 420 Legal Environment and Social Responsibility
(3)

MGMT 432 Management
Principles of organizational success and leadership management and the ability to lead subordinates. Topics include employee motivation, leadership theories, ethics, decision making, conflict management, group dynamics, power and politics, and organization culture. (3)

MGMT 421 Operations Management
Management issues in operations, including management of technology, operations strategy for both manufacturing and service industries, and management for quality. Case studies. Prerequisite: Mgmt 403. (3)

MGMT 423 Behavioral Science Systems for Management
Current concepts in behavioral science applied to human relations in business organizations. Employee needs and job characteristics, methods of motivation, job enlargement and enrichment, goal-oriented management, effect of systems approach to management of employees and organizational structure, administration of employee and executive development programs. Prerequisite: Mgmt 407. (3)

MGMT 432 Administering Labor/Management Relations
Collective bargaining, management planning and labor agreement analysis, management of labor problems, contract administration, and labor relations. Preparation for negotiations, implementation of new or revised agreements, contract administration, grievance administration, arbitration, and climate of labor-management relations. Prerequisite: Hrm 400. (3)

MGMT 445 Business Forecasting
Survey of forecasting methods; development of quantitative methods; and decision-making. Emphasis on computer and statistical models. Current forecasting tools and practices; emphasis on regression analysis. Prerequisite: Mgmt 403. (3)

MGMT 452 International Business: Environmental Analysis
International business environments inside and outside firms. Operating in several nations. Analysis of international, economic, political, and cultural factors as they relate to marketing, financial, and manpower functions. (3)

MGMT 453 International Management and Leadership
Therelationshipbetween culture, management and businesspeople and developing managerial systems at the multinational and global level. How different national/regional cultures affect issues such as employee motivation, teamwork and group dynamics, leadership, negotiation and conflict resolution, communication patterns, and approaches to organizational change. Prerequisite: Mgmt 407. (3)

MGMT 454 International Consulting
Participation in a team consisting of students and students from a foreign university who will work together on an international consulting project. RU students will travel abroad and work with foreign team members to solve an actual business problem for a firm. After analyzing the firm’s problem, the team will develop and present proposed solutions to the firm’s management.
senior executives. MSIB students may satisfy their international experience requirement by completing MGMT 454. Prereq: consent of program director. (3)  
MGMT 455 Global Business Simulation  
Teams of students develop plans and implement them in a computer-simulated business environment to achieve a given set of objectives representative of stakeholder value. Each team develops and implements its interpretation of the value-creating and control processes and the manner by which they need to be managed to achieve the objectives set for their organization. The essential review process through which the outcomes are evaluated against the objectives and third-party feedback fosters future actions. Prereq: Mktg 406 and Fin 403. (3)  
MGMT 460 Team Building and Leadership Skills  
See Mtrv 423. (3)  
MGMT 462 Managing Organizational Change  
See Mtrv 433. (3)  
MGMT 465 Organization Theory  
The relationship between organizational design, structure, and environment. How environmental turbulence, changes in strategy, and technology, and organizational maturity affect the internal functioning and structure of the contemporary organization. Prereq: Mgmt 407. (3)  
MGMT 470 Organizational Change and Development  
Managerial and strategic issues involved with implementing innovation and change in contemporary business organizations. Theoretical explanations of problem diagnosis and needs assessment through evaluation. Models of change and techniques for change in the individual, departmental, and organizational levels; managing resistance to change. Prereq: Mgmt 407. (3)  
MGMT 472 CEO, Top Management, and the Board  
The relationship between the CEO, the organization’s top management, and the board of directors: duties and responsibilities of each as they relate to strategy formulation and implementation. (3)  
MGMT 473 Special Topics in Strategic Management  
A one-credit course that explores a special topic within the field of strategic management. Certificate students will complete three special topics seminars, each focusing on a different topic. Guest lecturers will speak on their area of expertise. Prereq: graduate standing and consent of instructor. (1)  
MGMT 474 Strategic Management: Management Consulting  
Students work together on consulting assignments with a local organization. The team will analyze a problem, develop a workable solution, and present the proposed solution to the organization top management. The organization may choose to either non-profit or for-profit; the size can be from a small family-owned company to a large multinational corporation. Prereq: graduate standing. (3)  
MGMT 488 Project Management  
Applied approach to the study of project management. An integrative framework for understanding principles and practices of project management, including origins, applications, and philosophy. The role of project management organization, the use of teams in the implementation of project management practices. (3)  
MGMT 489 Strategic Management: Single Business Organizations  
Strategy in the context of a total enterprise from the standpoint of top management. Students will determine organizational mission and objectives, analyze the company and the industry, and balance the tensions between strategy and social responsibility, strategy and competitive advantage, and strategy and various forms of diversification. Cases cover large, small, profit, and nonprofit single business organizations. This course should be taken near the end of the MBA program as it requires decision-making based on prior graduate studies. Prereq: Fin 408, Mktg 406, Econ 403, Acct 405, and Mgmt 403. (3)  
MGMT 490 Strategic Management: Multidivisional Organizations  
An introduction to the problems and approaches to formulation and implementation of strategy in the context of a total enterprise. Cases about large and small, profit and nonprofit multidivisional organizations will be used. Students will perform organizational mission and objective determination; industry ethics and social responsibility; strategy and competitive advantage; and strategy and various forms of diversification. The course is built on team analysis and presentations. Decision-making from a top-management point of view requires knowledge and skills from prior graduate studies. Prereq: Mgmt 489 or consent of certificate coordinator. (3)  
MGMT 491 Special Topics  
Content varies. (3)  
MGMT 492 Internship  
Supervised learning experience at a business site. Prereq: consent of school director. (1-3)  
MGMT 495 Independent Study in Management  
Intensive study of a management topic under the direction of a management faculty member. Projects selected by the student with approval of the supervising faculty member, department chair, and dean. (1-3)  
Marketing  
MKTG 406 Marketing Strategies: Theory and Practice  
Foundation for understanding all basic concepts of marketing; organized on a managerial framework so that students can apply basic marketing concepts to decision making and managing marketing activities. Emphasis on practical application through these courses. Development of conceptual marketing plans, given a specific set of market, product, and environmental conditions. (3)  
MKTG 425 Communication and Consumer Behavior  
Internal and external forces influencing consumers’ decision making. Current theories of consumer market behavior and marketing communication techniques. Prereq: Mktg 406. (3)  
MKTG 426 Research for Marketing Decisions  
Role of market research in contemporary marketing strategies. Relevant secondary information sources and techniques, such as focus groups. Experimental and observational designs, questionnaire development, data collection, processing, and analysis. Appropriate statistical techniques for data analysis. Prereq: Mktg 406. (3)  
MKTG 440 Marketing for New Ventures  
Applied course in entrepreneurship. Selection and evaluation of specific business concepts, research into industry trends, competition, and the target market; marketing strategies. The completed business plan is presented in written and oral forms. Prereq: Mktg 406, Fin 408. (3)  
MKTG 456 International Marketing Analysis  
Extended case study of international marketing planning. Subtopics include overseas market selection, international aspects of demand analysis, product adaptation, channel selection, pricing behavior, promotion strategy, and organization. Export-import transactions, including transportation and logistics. Prereq: Mktg 406 or Mgmt 452. (3)  
MKTG 493 Marketing Memetics  
The theory of memetics and the theory’s implications for international marketing and advertising, specifically, the development of brand name and brand equity. Topics include the key doctrines of memetic economy, complex markets to product and which “hooks” work best for which emotions. Prereq: Mktg 406. (3)  
MKTG 495 Independent Study in Marketing  
Intensive study of a marketing topic under the direction of a marketing faculty member. Projects selected by the student with approval of the supervising faculty member, school director, and dean. (1-3)  
Mathematics  
MATH 407 Chaos and Fractals  
Introduction to discrete and continuous dynamical systems; stability; chaotic behavior; fractals and fractal measures. Prereq: Math 233 and 300. Math 307 recommended. (3)  
MATH 410 Formal Languages and Automata  
Finite automata and regular languages; pushdown automata and context-free languages; Turing machines, linear-bound automata, and context-sensitive languages. See also Cst 410. (3)  
MATH 416 History of Mathematics  
Evolution of mathematical ideas; major developments; problems solving, algorithms, and theoretical framework. Prereq: Math 231. (3)  
MATH 417 Geometry  
Comparative study of modern postulates, invariants, and implications of Euclidean, projective, and non-Euclidean geometries. Prereq: Math 231 or 245 or 290. (3)  
MATH 418 Number Theory  
Study of integers. Divisibility and Euclidean algorithms, prime numbers, unique factorization; Diophantine equations; congruences; Fermat and Euler theorems; quadratic reciprocity. Prereq: Math 231 or Math 243 or 290. (3)  
MATH 420 Introduction to Abstract Algebra  
Elementary properties of groups, rings, integral domains, and fields; symmetry, factorization of polynomials; construction of quotient fields of an integral domain. Prereq: Math 300. (3)  
MATH 428 Linear Programming and Optimization  
Models of optimization with linear constraints and objectives; simplex method and related algorithms; duality and sensitivity; transportation and assign-
MATH 430 Numerical Analysis
Solution of equations by iteration; interpolation; numerical differentiation and integration; numerical solution to linear systems. Computer usage. See also Cst 428. Prereq: Math 300 and one programming course. (3)

MATH 432 Operations Research
Stochastic methods in operations research. Queuing theory; Markov processes; decision analysis; simulation; stochastic dynamic programming. Prereq: Math 231 and 217, or Math 447 or Math 347 or Acsc 347. (3)

MATH 435 Topics in Applied Mathematics
Lineareigenvaue and boundary value problems; Fourier series and integrals; Laplace transforms. Prereq: Math 300 and 307. (3)

MATH 445 Combinatorics
Permutations and combinations; identities involving binomial coefficients; inclusion-exclusion principle; recurrence relations; generating functions; introduction to theory of graphs. Prereq: Math 232 and 245. (3)

MATH 446 Stochastic Processes
Poisson and renewal processes. Markov chains with applications to queuing theory; inventory control; and population growth. Prereq: Math 347 or Math 447. (3)

MATH 447 Probability and Statistics I
Probability models; random variables; probability distributions; expectation and moment generating functions; functions of random variables; multivariate distributions. Prereq: Math 233 and 217, or Math 447 or Math 347 or Acsc 347. (3)

MATH 448 Actuarial Mathematics I
Survival distributions and life tables; life insurance; life annuities. Prereq: Math 269 or concurrent and Acsc 348 or Math 348 or Math 448. (3)

MATH 449 Regression and Time Series
Continuation of Math 447. Sampling distributions; multiple regression analysis; ANCOVA, factorial treatment comparison methods, basic experimental designs, analysis of variance (ANOVA), multiple comparison methods, basic experimental designs, analysis of covariance (ANCOVA), factorial treatment structures, split plots, confounding and fractional replication in 2 factorial systems. Prereq: Math 217 or Math 238 or Acsc 348 or Math 348 or Math 448, or Econ 234 or Psy 407 or Mgmt 403. (3)

MATH 457 ANOVA and Experimental Design
One-way analysis of variance (ANOVA), multiple comparison methods, basic experimental designs, analysis of covariance (ANCOVA), factorial treatment structures, split plots, confounding and fractional replication in 2 factorial systems. Prereq: Math 217 or Math 238 or Acsc 348 or Math 348 or Math 448, or Econ 234 or Psy 407 or Mgmt 403. (3)

MATH 458 Theory of Integration
The Lebesgue integral and its relation to the Riemann integral, convergence theorems, elements of measure theory. Prereq: Math 300 and Math 352. (3)

MATH 469 Actuarial Mathematics II
Survival distributions and life tables; life insurance; life annuities. Prereq: Math 269 or concurrent and Acsc 348 or Math 348 or Math 448. (3)

MATH 470 Actuarial Mathematics II
Benefit premiums; benefit reserves; multipledefinitions; multipledeductent models. Prereq: Acsc 369 or Math 369 or Math 469. (3)

MATH 471 Topology
Surfaces, knots; topological spaces and continuity; separation, compactness, and connectedness. Prereq: Math 300 and Math 352. (3)

MATH 476 Loss Models
Actuarial models; classifying and creating distributions; frequency and severity with coverage modifications; construction of empirical models; estimation for completed data; estimation for modified data; parameter estimation; interpolation and smoothing; simulation. Prereq: Acsc 348 or Math 348 or Math 448. (3)

MATH 477 Survival Models
Survival data, survival functions, hazard functions, life tables, comparing two groups of survival data, parametric models of survival data, and sample size for survival studies. Prereq: Acsc 348 or Math 348 or Math 448. (3)

MATH 478 Topics in Actuarial Mathematics
Course content varies. Topics in actuarial modeling. May be repeated for credit for up to nine semester hours. (3)

MATH 480 Actuarial Science Seminar
Topics vary and may include risk management and insurance, corporate finance, price theory, actuarial models, loss models, simulation, and survival models. Prereq: Math 448 or concurrent. (3)

MATH 489 Special Topics
Course content varies. May be repeated for up to nine semester hours. (3)

MATH 490 Master’s Thesis
Prereq: consent of graduate committee. (3)

MATH 495 Independent Study
(1-6)

Music: Applied
Applied music courses are listed on the last page of the catalog. See also Cst 450. Prereq: Cst 250, Math 232, or Math 300 and one programming course. (3)

MATH 402 University Orchestra
Performance of major works for symphony and/or chamber orchestra. Prereq: departmental approval. (1)

MATH 403 Wind Ensemble
Performance of major works for wind ensemble. Prereq: departmental approval. (1)

MATH 404 Jazz Orchestra
Performance of arrangements in all jazz styles for 9-17 players, including improvisation. Prereq: departmental approval. (1)

MATH 405 Jazz Combo
Performance of arrangements in all jazz styles for 5-9 players, including improvisation. Prereq: departmental approval. (1)

MATH 406 Vocal Jazz Ensemble
Performance of arrangements in all jazz styles for 16 singers. Prereq: departmental approval. (1)

MATH 407 Chamber Music Ensemble
Study and performance of representative literature for 3-10 players. Prereq: departmental approval. (1)

MATH 408 Collegium Musicum
Study and performance of pre-classical repertoire. Prereq: departmental approval. (1)

MATH 409 Classical Guitar Ensemble
Study and performance of contemporary chamber music, written and/or improvised. (1)

MATH: History and Literature
MUHL 385 Overview of Music to 1750
Historical overview of musical style, practice, andgenres through 1750. Nocredit toward MM degree. (2)

MUHL 386 Overview of Music 1750 to 1900
Harmonic practice and historical overview of music in the late 18th and 19th centuries and their relationship to modern music and its role as a universal language. Nocredit toward MM degree. (2)
MUHL 387 Overview of Music Since 1900

Harmonic practice and historical overview of music, circa 1900-1940. No credit towards MM degree. (2)

MUHL 417 Music Editing and Research

The techniques and resources of musicological research. Examination of reference works, periodical editions of music textbooks, and other musicological works; exploration of contemporary issues in musicology. (3)

MUHL 418 Keyboard Literature

Survey of literature for stringed keyboard instruments; emphasis on music for piano and keyboard instruments. (0.5-3 present)

MUHL 419 Art Song Literature

Survey and style analysis of solo song literature. Topic varies by semester; course may be repeated for credit. (2)

MUHL 420 Music in the Middle Ages

Western music from the time of Pope Gregory through late 14th century; music of the church (plainchant); secular monodic music beginning and first flowering of polyphonic music; French music from Leonin to Machaut. (3)

MUHL 421 Performance Practice 1600-1800

Ideas and conventions associated with the performance of older music, specifically that of the 17th and 18th centuries. Begin with the voca Seconda Pratica and its instrumental outgrowth and continues through the music of Haydn and Mozart, highlighting stylistic change that relates to stylistic composition. (3)

MUHL 422 Performance Practice Since 1800

Issues of performance practice from the beginning of the 19th century through the Romantic period until the present. The resources of literature, the chief modes of musical articulation, and performance practices of Beethoven and Clementi, continuing to the early 20th century, will be recorded in the recordings of music of Puccini and others. (3)

MUHL 423 Music in the Renaissance

Styles and techniques of representative works of 15th and 16th centuries. (3)

MUHL 425 Music in the Baroque Era

Musical styles and theoretical concepts of 17th and early 18th centuries. (3)

MUHL 437 Orchestral Literature I

Stylistic and structural survey of symphonies, suites, concertos, overtures, ballet music, and other orchestral works from circa 1730 to 1900. (3)

MUHL 438 Orchestral Literature II

Stylistic and structural survey of symphonies, suites, concertos, overtures, ballet music, and other orchestral works from circa 1900 to the present, including electroacoustic and improvisatory compositions and chamber orchestra works. (3)

MUHL 439 Chamber Music Literature

Survey and style analysis of chamber music literature since the Renaissance. Topic varies; semester course may be repeated for credit. (3)

MUHL 440 Music of Today

Examination of current trends in contemporary and post-modern music. (3)

MUHL 444 Guitar Literature

Survey and style analysis of chamber music literature since the Renaissance. Topic varies; semester course may be repeated for credit. (3)

MUHL 445 History of Opera

Development of opera from its inception to the present. Concentration on major works by a single composer. (3)

MUHL 446 World Music

Folk and traditional music. Non-Western classical music: Music in its cultural contexts: religion, society, history. (3)

MUHL 471 Studies in Early Music

Study of repertoire, musical styles, and theoretical concepts in music before 1750. Specific topic varies by semester. (3)

MUHL 472 Music in the Classic Era

Styles and forms of Classic period music, especially Haydn, Mozart, and Beethoven. Analysis of important and representative works. (3)

MUHL 473 Music in the Romantic Era

Origins and development of musical Romanticism in its stylistic and social phases. Analysis of important and representative works. (3)

MUHL 474 Music in the 20th Century

Survey and analysis of the various stylistic trends that have emerged during the 20th century. (3)

MUHL 480 Seminar in Musicology

Discussion of research projects concerning problems of aesthetics, style, history, and theory. (3)

MUHL 490 Thesis

Preparation of individual research project under departmental guidance. (2)

MUHL 495 Independent Study

Individual research under departmental guidance on problems of specific interest to student. (1-3)

Music: Jazz Studies

JAZZ 400 Counterclock

Linear counterpoint as used in jazz idiom by such composers as Bill Holman and John Lewis. Analysis and stylistic composition projects. (2)

JAZZ 401, 402 Concepts in Linear Improvisation

Advanced techniques and concepts for playing the jazz style. (2)

JAZZ 405 Style and Analysis

Stylistic analysis of significant works and innovations of major artists from around 1900 to the present, including free jazz and fusion. (3)

JAZZ 460 Jazz Pedagogy

Examination of available textbooks, methods and other training materials, and representative curricula; rehearsal techniques; conducting frames and related techniques; programming and concert production. Development of a comprehensive jazz curriculum. (2)

JAZZ 475 History and Literature

Survey and style analysis of jazz literature. Topic varies by semester. (3)

Music: Pedagogy

MPE 459 Introduction to Vocal Pedagogy

Physical processes in voice production: stance and posture, respiration, phonation, resonation, and articulation. Psychological and acoustical considerations; diagnostic and corrective procedures; group and individual instruction in establishing basic techniques. Observation of demonstration lessons given by voice faculty. (2)

MPE 460 Advanced Vocal Pedagogy

Experience in individual and group instruction for establishing basic techniques. Students assist group vocal classes and observe or assist group vocal classes. May be repeated for credit. (1-3)

MPE 461 Practicum in Vocal Pedagogy

Intensive analytical and comparative study of systems used in teaching voice from beginnings of opera to present. Observation of demonstration lessons given by members of voice faculty. Visits to major medical centers to gain firsthand knowledge of voice physiology. (3)

MPE 465 Guitar Pedagogy

Introduction to teaching classical guitar technique and musicianship. Topics include sitting and hand positions; principles of fingering; comparison of various schools of technique, practice and memorization strategies; selecting appropriate repertoire; prevention of physical injuries. Survey of pedagogical materials. (3)

Music: Performance

PERF 401-403 Advanced Study and Performance of Orchestral Excerpts I-III

For orchestral studies majors at the master’s level. Intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for professional auditions. Prerequisite: department. (1-2)

PERF 404 Advanced Study and Performance of Orchestral Repertoire IV

Intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for professional auditions. Prerequisite: PERF 403. (2)

PERF 405 Orchestral Audition Workshop

For orchestral studies majors at the master’s and diploma levels. Performance of required repertoire for jury of faculty and formal audition setting. Preparation for final audition in workshops and master classes throughout the semester. Audition repertoire consists of one solo piece of the student’s choice (concerto or sonata movement, etc.), selections from required excerpts and sight reading. May be taken concurrently with PERF 401-403. (2)

PERF 408 Graduate Seminar: Comprehensive Review

Summarizes and synthesizes major historical, analytical, and stylistic studies for performance and performance pedagogy, major related trends and concepts in dance, drama, and the visual arts. Includes a series of oral presentations consisting of structural, pedagogical, and theoretical topics. (3)
PERF 409 Advanced Studies in Afro-Latin Rhythms/Applications in Latin Jazz Advancedisoteknik, drumset applications, and performance instructions in Brazilian, Colombian, Puerto Rican, and Cuban rhythms, styles, and instruments utilized in Latin jazz (baiao, partido alto, maracatu, umbayamba, congadecompaste, Mozambique, sone, timba, bomba). Prereq: consent. (2)

PERF 410 Orchestral Seminar Preparation for a career as an orchestral musician. Issues may include ethics of professional life; organizational governance and committee structures; contracts; self-promotion and professional management; physical and psychological aspects of injury prevention; commercial music opportunities; principles of orchestral and chamber music performance.(1)

PERF 411-414 Advanced Study and Performance of Orchestral Excerpts For orchestral studies majors at the diploma level, intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for the highest tier of professional auditions. Prereq: consent of department. (1-2)

PERF 418 Solo Performance For diploma-level students. Public performance in a recital setting. Program may consist entirely of solo literature in a master class setting. (4)

PERF 419 Introduction to Harpsichord Technique, Literature, and Style Fundamentals of harpsichord playing for advanced pianists. Technical issues, registration, ornamentation, improvisation, and other specific topics. Survey of literature and genres. (2)

PERF 420 Orchestral Excerpts Jury/Graduate Performance of orchestral excerpts for a panel of department faculty. Prereq: concurrent enrollment in PERF 401, 402, 403, or 404. (1)

PERF 421 Orchestral Excerpts Jury/Professional Diploma Performance of orchestral excerpts for a panel of department faculty. Prereq: concurrent enrollment in PERF 411, 412, 413, or 414. (1)

PERF 426 Opera Studio Formal character study and interpretation. Staging of scenes or complete works, culminating in a public performance each semester. Prereq: departmental approval. (1)

PERF 430 Training the Ensemble/Teaching the Individual Seminar addressing the challenges and needs of high school and middle school instrumental and choral musicians. Topics include rhythm and intonation, improvisation and rhythmic section work, interpretation and score study, communication and leadership. (2)

PERF 451 Jury Examination: Woodwinds (Graduate) Performance of repertoire for a panel of department faculty. Prereq: concurrent enrollment in PERF 411, 412, 413, or 414. (1)

PERF 452 Jury Examination: Brass (Graduate) Performance of repertoire for a panel of department faculty. Prereq: concurrent enrollment in PERF 411, 412, 413, or 414. (1)

PERF 453 Jury Examination: Strings (Graduate) Performance of repertoire for a panel of department faculty. Prereq: concurrent enrollment in PERF 411, 412, 413, or 414. (1)

PERF 454 Jury Examination: Percussion (Graduate) Performance of repertoire for a panel of department faculty. Prereq: concurrent enrollment in PERF 411, 412, 413, or 414. (1)

PERF 475 Chicago Opera Theatre Internship Preparation and performance of operatic roles. Under study assignments. Ensemble and outreach activities as assigned. (4)

MUSIC 104 Vocal Coaching Individual coaching for selected advanced isolitknife in a master class setting. (4)

MUSIC 109 Berkshire Festival Applied Voice (1)

MUSIC: Theory and Composition

MUSIC 402 Advanced Orchestration Scoring for various ensembles with emphasis on larger groups and orchestral writing. Study of representative traditional and contemporary scores, presentations, and arrangement projects. (3)

MUSIC 404 16th-Century Vocal Polyphony Study of contrapuntal practice based on the sacred music of Palestrina and other later 16th-century composers. Emphasis on practical exercises. (3)

MUSIC 406 Baroque Counterpoint Baroque counterpoint forms and technique with emphasis on works of Bach. Analysis and written exercises. Tracing influence and application of 18th-century contrapuntal practice to later musical styles. (3)

MUSIC 409 Musical Perception Introduction to psychoacoustics and tuning/aural acuity of properties of musical instruments and rooms: physiology of hearing and psychoacoustic properties of sound. (3)

MUSIC 461 Schenkerian Analysis Study of the reductive analytical technique of Heinrich Schenker and its application to tonal music of the 18th and 19th centuries through primary and secondary sources and independent directed analysis. Significant criticism of the method; application to operatic and post-tonal music. Interrelation of reductive analysis in performance. (3)

MUSIC 462 Analytical Studies in 20th-Century Music Intensive analysis of serial and other post-tonal works and study of specialized methods developed for this purpose. (3)

MUSIC 465 Pedagogy of Theory Methods of reteaching harmonic, ear training, and other phases of music theory. Preparation of detailed syllabus for two-year core course in basic theory. (3)

MUSIC 470 Seminar in Musicology Discussion of research projects concerning problems of aesthetics, style, history, and theory. (3)

MUSIC 490 Thesis Preparation of composition in large form or research project under departmental guidance. (2)

MUSIC 490T Thesis (Extension) Continuation of work on master's thesis. Prereq: MUSIC 490. (0)

MUSIC 495 Independent Study Individual research under departmental guidance on a topic of the student's interest. (1-3)

MUSIC 496 Independent Study Individual research under departmental guidance on a topic of the student's interest. (1-3)

Physics

PHYS 400 Using Demonstrations in the Teaching of Physics Participants will observe a wide variety of demonstrations covering the areas of mechanics, optics, waves, electricity, and magnetism. Resource such as vendors and publications will be discussed. Participants will assemble a portfolio of demonstrations. Prereq: teacher's certificate; membership in MATL. (2)

PHYS 401 Mechanics for Physics Teachers A calculus-based laboratory physics course in Newtonian mechanics. Topics include measurement, vectors, kinematics, forces, work and energy, linear and angular momentum, rotation, oscillations, and gravitation. Emphasis on the conceptual foundation of these topics and various methodologies that can be used to teach students with a broad range of abilities. Participants will assemble a portfolio for each unit of study that is specific for their students. Prereq: teacher's certificate; membership in MATL. (4)

PHYS 404 High School Activities and Concepts in Modern Physics (3)

Political Science

POS 402 Problems of United States Foreign Policy Examination of US government organization for conduct of foreign policy. Case studies of military, economic, and political foreign affairs. (3)

POS 403 Democracy and Democratization Theoretical perspective on democracy; the difficult process of transition to democracy from some other form of government. Focus on the political transformation of Eastern Europe, Asia, Africa, and Latin America. Students will have the opportunity to observe a variety of democratic experiences. (3)
POS 404 Great Power Politics Survey of contemporary political relations between the world’s leading powers, focusing on the interplay between economic and security issues and the possibilities of cooperation. (3)

POS 405 Cities at War This course provides study abroad opportunity in order to explore themes such as urbanization and the increasing lethality and indiscriminate nature of war. This course will also cover the extent to which globalization and globalwar have irreversibly affected the development of the modern city as we know it inChicago and all modern cities. (3)

POS 408 Seminar in Comparative Politics and International Relations Close reading of major texts in comparative and international politics. Emphasis on the interaction between domestic and global political forces. (3)

POS 410 Latin America in International Relations Basic historical background, concepts, and debates in the evolution of Latin American foreign relations, especially in relation to the US. Importance of inter-American relations. Special attention to current efforts of Latin American countries to extend their economic ties with countries within and outside the region. (3)

POS 414 Globalization, Society, and Culture Social, economic, political, and cultural systems that span nation-state borders. Current status of nationalism, nation-states, and the global economy; how cultural identities and communities are formed within the context of global systems. Topics may include effects of world markets on economies and societies, transnational migration and social movements, indigenous peoples, representation through global technologies such as video and the Internet, hybrid identities and "bifocal" cultural frameworks. See Anth/Soc 414. (3)

POS 416 Latin American Politics How Latin America and the US have evolved along different historical paths politically, socially, and culturally. How the Latin American pattern shapes and constrains Latin American government and politics. Common issues in Latin American politics and how different countries have addressed these issues. (3)

POS 417 Mexican Politics and Government Political behavior in Mexico. The evolution of culture in Mexico. History, geography, values, ethnicity, religion, and internal and external relations. How the social, political, and economic differences between the US and Mexico affect the relationship between these two neighboring countries. (3)

POS 420 The United States Congress Origin and development of U.S. congressional institutions, parties, committees, leaders, lobbying, elections; the relationship between Congress and the executive branch; campaigning and governing; nature of representation; biases of institutional arrangements. (3)

POS 421 The Politics of Lesbian and Gay Communities in the United States Historical development and impact of the lesbian, gay, bisexual, transgender, and queer movement in the US from WWII to the present; issues, debates, and organizing that constitute the LGBTQ movement today; the place of sexuality and how it intersects with class, gender, and racial dynamics in contemporary US culture and politics. (3)

POS 427 Sexuality, Gender, and International Human Rights Contemporary social issues of gender and sexuality in international law and politics. Topics include the distinction between women’s rights and men’s rights; the question of whether gender differences exist with respect to political involvement, and the definition of public versus private with respect to issues such as prostitution and reproductive rights. (3)

POS 430 Seminar in Political Theory Intensive reading and writing on selected topics in political theory. Attention to the relationship between philosophical and theoretical issues and empirical political research. (3)

POS 431 Seminar in Scope and Methodology Critical examination of alternative models of examining political phenomena. Naturalistic, interpretive, and critical approaches to political inquiry. Relationship between political theory and political practice in these alternative modes of investigation. (3)

POS 436 Urban Gentrification The political, economic, and cultural forces that are remaking working-class residential neighborhoods and commercial areas into places for higher-income, usually light-skinned newcomers from the professional middle class. Prereg: Pos 101 and 245 or consent of instructor. (3)

POS 439 Political Violence and Terrorism Definition of terrorism; distinction between terrorism and revolutionary warfare; the evolving nature of the threat, including the potential use of weapons of mass destruction and cyberterrorism; theoretical writings. Focus on the history and current status of terrorism and political violence in the US. The role of civil liberties and security. (3)

POS 440 The United States Presidency Contemporary and historical perspectives on the presidency, including the role of presidential power, presidential selection, politics of the presidency, and the relationship of the president with courts, Congress, and bureaucracy. (3)

POS 441 Gender, Law, and Politics Liberal and radical feminist ideas in the areas of politics and law; compared, contrasted, and applied to critical exploration of modern society. (3)

POS 446 Counter Terrorism and Human Rights Explaining the most significant issues in world politics including the causes of war and the prerequisites and limits of international cooperation. (3)

POS 453 Cyberpolitics Impact of the Internet on politics in the US. How the Internet has affected the political players that dominate the Internet politics; and how America citizens fit in the information age. The possibilities of the US moving toward a direct democracy. Students will also be introduced to “netactivism” and the development of online interest groups and how these groups increase public awareness concerning an issue. (3)


POS 456 Elections Around the World Growing usage of and radical changes in elections throughout the world. Electoral laws; campaign strategies and tactics; media communications; and voter turnout. Two-thirds of the course devoted to studying elections outside the US. (3)

POS 457 Global Environmental Politics The state of the natural environment and the status of international efforts to address common environmental problems. The role of global environmental cooperation and prospects for global governance. (3)

POS 462 Urban Politics Historical development of political economy in major cities; political institutions and participation among the urban poor. Concepts of urban crisis; contemporary issues, especially economic development and community power. (3)

POS 463 Urban Policy Policies and policy-making processes at all levels of government that shape the quality of life in metropolitan areas; relationship between political and market processes; class, gender, racial and regional consequences of different policies. (3)

POS 466 Local Government Law Legal issues relating to governmental structure, intergovernmental relations, governmental service provision, and citizen participation in governmental decision-making. Important issues and key concepts within the area of local government law. Important legal structures have on the administration of local government. Prereg: Padm 400. (3)

POS 467 Social Movements Central analytical problems in the study of social movements in general and the significance of Social movements in contemporary US politics and society. (3)

POS 470 Seminar in American Politics In-depth analysis of some aspect of contemporary American politics such as the implications of divided government on the relationship between political parties and the permanent bureaucracy. Each student prepares and presents a major research paper. (3)

POS 472 Public Policy and Implementation Interaction of policy making and implementation. Study of selected issues in public policy. Prereg: Political science 400. (3)

POS 475 Educational Policy in School Reform Offered Summer, 2004. Educational policy at the local, state, and national levels, applied to public elementary, secondary, and higher education. Education reform initiatives such as charter schools, vouchers, and the Bush administration’s No Child Left Behind (NCLB) law. Perspective on parent, teacher, and student interest groups. (3)

POS 487 International Law: Organization Rules and principles that guide relations among nations.
nations and between governments and foreign
nations. Survey of various formal arrangements
transcending national boundaries that facilitate coopera-
tion among members states in security, economic,
Social, or other spheres of common concern. (3)

POS 488 War and Peace
Analysis of the continuing utility of military force in
the contemporary international arena and alternative
approaches to conflict resolution. (3)

POS 489 International Political Economy
Analysis of political impact on international trade,
finance, and natural resources; decline in US hegemony
vis-a-vis other industrialized states; conflict between
First and Third World economies. (3)

POS 490 Thesis
Required of all students choosing the thesis option. (3)

POS 495 Independent Study
May not be counted for more than six semester hours
consequent toward the MA degree; may not be substituted for
required core courses. In exceptional cases it may be
substituted for a course listed in the graduate
catalog. (3)

Psychology
Courses in psychology open to MA graduate students
only. Students must obtain written permission from
the MA advisor before enrolling in any 400-level
course.

PSYC 402 Advanced Developmental Psychology
(3)

PSYC 403 Psychodrama and Role-Playing
(3)

PSYC 404 Professional Issues
(3)

PSYC 406 Evolution of Behavior
(3)

PSYC 407 Intermediate Statistics
Analysis of variance and factorial designs; bivari-
ate and multiple correlation and regression; testing of
hypothesis using other statistical tests, including
nonparametric tests; introduction to computer applica-
tions in psychological research. (3)

PSYC 410 Biological Psychology
Physiological bases for behavior including structure
and function of human nervous system, sensation,
motivation, and memory. (3)

PSYC 412 Understanding Diversity
(3)

PSYC 416 Learning
Research and theory on the acquisition, retention, and
loss of acquired responses; memory and information
processing. (3)

PSYC 417 Career & Life Style Planning
(3)

PSYC 426 Cognitive Processes
Theory and research on cognitive processes and their
interrelationships with other psychological functions,
especially learning. (3)

PSYC 430 Advanced Research Methods
Prereq: Psyc 285 or Psyc 300. (3)

PSYC 431 Industrial Relations Management
(3)

PSYC 436 Sensory Processes
Sensory neuropsychology; complex cognitive nature
of perception in the processing of visual and auditory
information. (3)

PSYC 439 Adult Development
Development from post-adulthood to middle age; biological, psychological, and cultural aspects; new lifestyles of young adults, changing work and world, and
options for women and men in middle age. (3)

PSYC 441 Psychology of Aging
Psychological dynamics from post-middle age to death.
Research and theory of such experiences as retirement,
physical disabilities, loss of loved ones, constrictions of
options. (3)

PSYC 442 Theories of Personality
Organizations of personality from psychoanalytic,
humanistic/existential, behavioral, and cognitive
points of view; biological and cultural determinants of
personality; overview of personality research. (3)

PSYC 443 Motivation
Experimental and clinical research and theory on
nature of human motivation. (3)

PSYC 444 Industrial/Organizational Psychology
Psychological principles and theories of
organizations. Influence of organizational structure
and management practices on individual and group
work behavior, Social interaction and conflict, and
interaction of these effects with non work environ-
ments. (3)

PSYC 445 Psychology of Women
Psychological development of women viewed from
Social, cultural, and biological perspectives. (3)

PSYC 446 Psychology and the Paranormal
Paranormal/psychic phenomena examined through
scientific inquiry and critical thinking. Topics include
extrasensory perception (ESP), psychokinesis, past-life
regression, psychic, astrology, healing arts, UFOs and
alien abductions, ghosts, afterlife channeling, near-
death experience, reincarnation, miracles, faith cures,
trance state, voodoo and magic. (3)

PSYC 447 Health Psychology
Relationships between psychology, health, stress, and
illness. Influence of affective, cognitive, and Social
factors on risk, severity, and recovery from illness;
impact, illness on psychological status; influence of
psychological factors on health maintenance behaviors;
psychological interventions; and the role of the psy-
chologist in the health care team. (3)

PSYC 448 Chemical Dependence
(3)

PSYC 451 Law and Psychology
(3)

PSYC 458 Marital and Family Therapy
Prereq: Psyc 405 and Psyc 420. (3)

PSYC 461 Supervision and Employee Training
(3)

PSYC 473 ABC Relaxation Training
Professional training in progressive muscle relaxation,
autohypnosis, breathing exercises, yoga stretching,
imagery, and meditation. Students learn to construct
individualized relaxation tapes for practicing clients and
present professional relaxation workshops. Not sub-
stituted for personal relaxation training, personal stress
management, counseling, or psychotherapy. (3)

PSYC 479 Advanced Relaxation Training
Proficiency tests for students seeking the Certificate in
ABC Relaxation Training. Students demonstrate skills
at relaxation training, scripting, tape making, and
workshop presentation. (1)

PSYC 481 Counselling & Psychotherapy
(3)

PSYC 482 Special Topics
(1-3)

PSYC 483 Special Topics
(1-3)

PSYC 484 Special Topics
(1-3)

PSYC 485 Special Topics
(1-3)

PSYC 486 Topic: Adult Sexual Behavior
(3)

PSYC 487 Seminar
(3)

PSYC 488 Child Skills Training
Workshop-based training in leading culturally
sensitive Social skills training groups for children
and adolescents experiencing peer-interaction
difficulties. Prereq: Psyc 316. (3)

PSYC 489 Seminar
(1-3)

PSYC 491 Forensic Psychology I
(3)

PSYC 492 Forensic Psychology II: Juvenile
(3)

PSYC 495 Independent Study
Supervised individual study or research in specified
area of interest. (1-3)

Courses in psychology open to graduate students
only. All students must obtain written permission from
the advisor before enrolling in any 500-level course.

PSYC 500 Advanced Statistics
Survey of popular multivariate statistical techniques
including experience with SPSS or other computer
statistical packages. Topics may include multiple re-
gression, canonical correlation, discriminant analysis,
principal components analysis, factor analysis, cluster
analysis, and general linear models. Not open to
students who have completed PSYC 407. (3)

PSYC 501 Professional Writing for Psychologists
Refinement of professional writing skills including dis-
sure related topics, organization, and appropriate
style. Introduction to the Publication Manual of the
American Psychological Association. (3)

PSYC 505 Clinical and Counseling Psychology
Overview of the psychology of clinical psychology including a review of
psychopathology, introduction to basic principles of
assessment and treatment, and current issues. (3)
Wechsler tests; introduction to other individual and lifespan intellectual assessment with emphasis on the Review of clinical psychometrics; intensive training in PSYC 620 Intellectual Assessment course.

or doctoral advisor before enrolling in any 600-level must obtain written permission from the master's Courses in psychology open to MA students who have (3)

Empirical methods of research including descriptive, 342. (3) may involve self-disclosure. Prereq: Psyc 201 and Psyc etiology, onset, differential diagnosis, symptoms or 342. (3)
treatment approaches. (3) psychoSocial view of contemporary substance abuse; types and classes of addictive substances; review of treatment approaches. (3)

PSYC 516 Psychopathology Issues and controversies related to the conceptualization and diagnosis of mental disorders. Epidemiology, etiology, onset, differential diagnosis, symptoms or current professional developments. (3)

PSYC 634 Community Psychology Major issues, concepts, and techniques in community mental health. Study in selected techniques and populations. (3)

PSYC 636 Human Development Human development throughout life. Emotional, social, cognitive, moral, and intellectual domains; gender roles and family relationships. (3)

PSYC 638 History and Systems in Psychology The course will cover all the important contributions to the field of psychology, from the days of antiquity to the modern day. Students will be exposed to the lives of the individual contributors in the context of the era in which they lived. The ideas and enduring debates that make up our field will be explored. Finally, students will learn how different systems or schools were developed and discuss where the field may be headed. (3)

PSYC 639 Child/Adolescent Assessment (3) PSYC 641 Cognitive and Behavioral Therapies: Critical examination of theory and techniques in cognitive and behavioral approaches to therapy. (3)

PSYC 642 Insight Psychotherapies Critical examination of theory and techniques in person-centered, humanistic and gestalt approaches to therapy. Course is both didactic and experiential. Prereq: Psyc 520. (3)

PSYC 643 Psychotherapy: Research and Practice Critical analysis of research on psychotherapy, treatment outcomes, and assessment. (3) Critical examination of theory and techniques in psychodynamic and humanistic approaches to therapy. Prereq: Psyc 520. (3)

PSYC 644 Multicultural Psychology Theory and research on culturally based differences in behavior. Impact of such factors as cultural differences in assessment and therapy. Prereq: Psyc 520. (3)

PSYC 650 Group Psychotherapy Didactic and experiential exploration of theory and techniques in group psychotherapy. Prereq: Psyc 520. (3)

PSYC 651 Experiential Cognitive Group Therapy Didactic and experiential introduction to the experiential model of cognitive therapy. Prereq: Psyc 520. (3)

PSYC 652 Psychotherapy of Women Didactic and experiential examination of psychotherapy and treatment outcome; integration of clinical, behavioral, and social science. Prereq: Psyc 520. (3)

PSYC 653 Brief Psychotherapies Three models of contemporary brief psychotherapy: single-session interventions, planned brief psychotherapy, and short-term psychodynamic psychotherapy. Prereq: Psyc 520. (3)

PSYC 654 Child and Adolescent Therapy Didactic foundation to individually oriented child and adolescent psychotherapy. Challenges involved in working with school-age children and adolescents. Prereq: Psyc 520. (3)

PSYC 662 Organizational Behavior and Practice Current concepts and issues relating to behavior in organizations: study of organizational microprocesses of organizations and the role of psychology in program evaluation and the consultative process. (3)

PSYC 663 Topics: I/O Psychology (3) PSYC 664 Job Analysis and Performance Management Theories and techniques used in analyzing and classifying employee positions; models and methods for analyzing and improving employee performance. Prereq: Psyc 344 or Psyc 444. (3)

PSYC 667 Advanced Organizational Psychology Review of contemporary theories and research on selected topics in organizational behavior including workplace perceptions, attitudes, and relationships to measurable behavior. Prereq: Psyc 520 or psychological climate; organizational culture, commitment, leadership, work-family conflicts, and person-organization fit. (3)

PSYC 668 Organizational Assessment and Development Approaches for analyzing groups and organizations; methods and techniques for improving performance of groups and teams. Prereq: Psyc 344 or Psyc 444 or Psyc 662. (3)

PSYC 669 Instructional Design and Training Theoretical issues and methods for identifying training needs and interventions. Review of classical and task analyses, feature analysis, and performance analysis. Overview of instruction and learning theories. Prereq: Psyc 344 or Psyc 444. (3)
PSYC 681 Instructor Development Program
Amultifacetedlearningexperienceformultipart-time faculty and doctoral students. Participanteleamental teaching skills, rehearse a widerange of teaching methods, reflect on their teaching during video-based consultation, and prepare teaching portfolios. Review of didactic material and hands-on learning activities. (3)
PSYC 682 Psychology Seminar
(1-3)
PSYC 683 Seminar
(3)
PSYC 684 Data Analysis/SPSS
(3)
PSYC 685 Seminar
(3)
PSYC 686 Seminar
(3)
PSYC 687 Seminar
(3)
PSYC 688 Seminar
(3)
PSYC 689 Seminar
(3)
PSYC 690 MA Thesis Preparation/Development and Execution of a Suitable Experimental/Field/Laboratory Research Project Under Supervision of a Thesis Committee. For MA students only. Prereq: Psyc 307 or Psyc 407 and Psyc 501 and Psyc 530. (1-6)
PSYC 690Y MA Thesis Completion
Continuation of the MA thesis beyond the initial semester of registration. (0)
PSYC 691 Doctoral Practicum I
(3)
PSYC 695 Independent Study
Supervised individual study or research in a specified area of interest. (1-3)
PSYC 698A MA Clinical Practicum
Professional services of no less than 750 hours during a period of not less than 36 weeks in an applied phase of psychology in a recognized institution or vocational setting under competent supervision. Students must attend practicum seminar concurrent with practicum placement. Practicum site must be approved by the Psychology Department. (3)
PSYC 698B MA Clinical Practicum
Professional services of no less than 1,000 hours during a period of not less than 25 weeks in an applied phase of psychology in a recognized institution or vocational setting under competent supervision. Practicum report required. In place of part or the practicum report, students may attend a practicum seminar, if offered. Students in the industrial/organizational psychology program must complete all coursework prior to beginning practicum. Practicum site must be approved by the Psychology Department. (3)
PSYC 699 MA Practicum
Professional services of no less than 1,000 hours during a period of not less than 25 weeks in an applied phase of psychology in a recognized institution or vocational setting under competent supervision. Practicum report required. In place of part or the practicum report, students may attend a practicum seminar, if offered. Students in the industrial/organizational psychology program must complete all coursework prior to beginning practicum. Practicum site must be approved by the Psychology Department. (3)
PSYC 699Y MA Practicum Continuation
Continuation of the MA practica beyond the initial registration. (0)
PSYC 699 MA Practicum
Professional services of no less than 1,000 hours during a period of not less than 25 weeks in an applied phase of psychology in a recognized institution or vocational setting under competent supervision. Practicum report required. In place of part or the practicum report, students may attend a practicum seminar, if offered. Students in the industrial/organizational psychology program must complete all coursework prior to beginning practicum. Practicum site must be approved by the Psychology Department. (3)
PSYC 699Y MA Practicum Continuation
Continuation of the MA practica beyond the initial registration. (0)
PSYC 699 MA Practicum
Professional services of no less than 1,000 hours during a period of not less than 25 weeks in an applied phase of psychology in a recognized institution or vocational setting under competent supervision. Practicum report required. In place of part or the practicum report, students may attend a practicum seminar, if offered. Students in the industrial/organizational psychology program must complete all coursework prior to beginning practicum. Practicum site must be approved by the Psychology Department. (3)
PSYC 700 MA Practicum
Professional services of no less than 1,000 hours during a period of not less than 25 weeks in an applied phase of psychology in a recognized institution or vocational setting under competent supervision. Practicum report required. In place of part or the practicum report, students may attend a practicum seminar, if offered. Students in the industrial/organizational psychology program must complete all coursework prior to beginning practicum. Practicum site must be approved by the Psychology Department. (3)
PSYC 701 Biopsychology
Comprehensive introduction to basic neuroanatomy, physiology, and clinical neuroscience. Emphasis on brain-behavior relationships. (3)
PSYC 712 Psychopharmacology
Examination of different classes of psychopharmacological agents and interventions in psychological conditions. Emphasis on the use of psychotropic medications in management and treatment of behavioral disorders. (3)
PSYC 716 Applied Learning and Cognitive Processes
Research and theory on learning, retention, and loss of acquired responses; memory and information processing. Focus on clinical applications. (3)
PSYC 719 Clinical Neuropsychology
Major neurological disease syndromes including the group of epilepsy, dementias, seizures, and disorders associated with cardiovascular disease and traumatic brain injuries. Case study models, multidisciplinary referral issues, and neuropsychological testing data. Extended neuropsychological mental status examination techniques with possible patient contact at cooperating institutions. Prereq: Psyc 710. (3)
PSYC 720 Neuropsychological Assessment: Introduction to Behavioral Neurology and Principles of Brain-behavior Relationships; Comprehensive Neuropsychological Empirical Screening Battery and Introduction to the Wechsler Memory Scale, the Halstead-Reitan Neuropsychological Battery, and related instruments. Laboratory course; materials fee. Prereq: Psyc 620 and 710. (3)
PSYC 722 Psychodiagnostic Seminar
(3)
PSYC 725 Projective Personality Assessment Training in the administration, coding, and clinical interpretation of the Rorschach Inkblot Test, the Thematic Apperception Test, and other projective instruments. Laboratory course; materials fee. (3)
PSYC 727 Advanced Psychodiagnostic Seminar on becoming a reflective lifelong psychodiagnostician. Review of utility and limitations of DSM-based classification of psychopathology; introduction of advanced developmental model emphasizing conceptual relationships among tests; sequential emphasis on questionnaire and projective tests. Development of a personal, accountable writing style. Assessment conclusions linked to specific treatments. Prereq: Psyc 620 and Psyc 625 and Psyc 725. (3)
PSYC 730 Applied Research Methods
Issues involved in preparing a research or grant proposal, Methods and issues in conducting empirical research in the field, based upon research questions developed in the field. Evaluation of the effectiveness of programs involving behavioral and financial criteria. Experience in empirical evaluation of a current program. Prereq: Psyc 530. (3)
PSYC 735 Principles of Clinical Supervision
Theories and techniques of clinical supervision. A laboratory course which provides didactic instruction and practical experience in the development of supervisory skills. (3)
PSYC 740 Advanced Psychotherapy Seminar
In-depth critical consideration of one or more advanced psychotherapy topics to be selected by instructor. Topics may focus on psychotherapy theory, research, techniques, or practice. Prereq: Psyc 641 and Psyc 642. (3)
PSYC 741 Child Psychopathology
Foundations of contemporary developmental psychopathology. Emphasis on DSM-V based assessment, family assessment model, linking diagnoses to empirically supported treatments, child abuse evaluation, and developing competence in multicultural assessment throughout the socioeconomic spectrum. (3)
PSYC 789 Doctoral Project Seminar
Formal preparation for doctoral project. Students complete a formal doctoral project proposal in one of the following five areas: traditional empirical study, case study, review of the literature, applied program-targeted research, such as grant proposals, and treatment and program evaluations. Prereq: Psyc 500 and Psyc 530 and Psyc 730. (1)
PSYC 790 Doctoral Project
Completion of one of the five following projects: traditional empirical study, case study, review of the literature, applied program-targeted research, such as grant proposals, and treatment and program evaluations. (1-3)
PSYC 790Y Doctoral Project Continuation
(0)
PSYC 791A Clinical Practicum 1
Sequence of four semesters of supervised practicum placement at accredited agencies where students can obtain practical experience in clinical skills. (3)
PSYC 791B Clinical Practicum 1 Continuation
Sequence of four semesters of supervised practicum placement at accredited agencies where students can obtain practical experience in clinical skills. (3)
PSYC 792A Clinical Practicum 2
Sequence of four semesters of supervised practicum placement at accredited agencies where students can obtain practical experience in clinical skills. (3)
PSYC 793A Clinical Practicum 3
Sequence of four semesters of supervised practicum placement at accredited agencies where students can obtain practical experience in clinical skills. (3)
PSYC 793B Clinical Practicum 3 Completion
Sequence of four semesters of supervised practicum placement at accredited agencies where students can obtain practical experience in clinical skills. (3)
PSYC 794A Clinical Practicum 4 Sequence of four semesters of supervised practicum placement at approved agencies, where students can obtain practical experience in clinical skills. (3)

PSYC 794B Clinical Practicum 4 Continuation Sequence of four semesters of supervised practicum placement at approved agencies, where students can obtain practical experience in clinical skills. (3)

PSYC 795A Clinical Practicum 5 Sequence of four semesters of supervised practicum placement at approved agencies, where students can obtain practical experience in clinical skills. (3)

PSYC 795B Clinical Practicum 5 Completion Sequence of four semesters of supervised practicum placement at approved agencies, where students can obtain practical experience in clinical skills. (3)

PSYC 796A Clinical Practicum 6 Sequence of four semesters of supervised practicum placement at approved agencies, where students can obtain practical experience in clinical skills. (3)

PSYC 796B Clinical Practicum 6 Completion Sequence of four semesters of supervised practicum placement at approved agencies, where students can obtain practical experience in clinical skills. (3)

PSYC 789 Doctoral Project Seminar Prereq: Psyc 780 and Psyc 530 (3)

PSYC 790 Doctoral Project Prereq: Psyc 789 (3)

PSYC 790Y Doctoral Project Completion (0)

PSYC 798Z Doctoral Project Seminar Completion (1)

PSYC 799 Clinical Internship Clinical internship at an agency approved by the director of training. Ordinarily one year of full-time training. (3)

PSYC 799Y Clinical Internship Continuation Continuation of the clinical internship beyond the initial semester of registration. (0)

Public Administration

Padm 400 Public Service in the United States Introduction to the theory and practice of public administration in the US. Emphasis on US governmental structures and processes, nature and theory of complex service organizations, and current trends with future directions of public service management. (3)

Padm 401 Management Practices for the Public Service Management competencies relevant for public, health, environmental, criminal justice, and nonprofit organizations. Overview of management concepts, theories, models, and techniques in managing change, supervision, communication, ethics, and organization. Prereq: Padm 400. (3)

Padm 402 Issues in the Development and Administration of Public Policy The process of making and implementing effective public policies with special attention to the influences of policies, bureaucracy, media, interest groups, and intergovernmental structure. Case studies of selected issues. Prereq: Padm 400. (3)

Padm 403 Quantitative Methods and Tools for Public Administrators Fundamentals of descriptive and inferential statistical analysis. Computer applications that support the representation and analysis of quantitative data and the role of computers in information systems management. (3)

Padm 404 Human Resource Management Skills, techniques, and practices used in public health, environmental, criminal justice, and nonprofit organizations. Topics include organizing, staffing, the personnel function, merit systems, labor relations, equal employment opportunity, workplace diversity, and employee rights. Prereq: Padm 400. (3)

Padm 405 Public Budgeting and Financial Management Concepts, methods, and processes of financial management with an emphasis on the public sector. Topics include budget preparation, financial analysis, organization of the finance function, pricing of services, taxes, and other revenues, resources, and financial reporting. Prereq: Padm 400. (3)

Padm 406 Research and Evaluation Methods Methods and concepts for program and policy analysis, including problem formulation, research design, and data collection methods. Emphasis on management skills of needs assessment, program design, implementation, evaluation, and cost analysis. Prereq: Padm 400. (3)

Padm 407 Managing Change in Public Organizations Concepts, techniques, and practices used in managing change in public organizations. Topics include organization structure, leadership, conflict, human resource management, performance indicators, technology, and communication. Prereq: Padm 400. (3)

Padm 418 Emerging Management Techniques and Theory Analysis of major emerging change management techniques, such as total quality management (TQM), reengineering, productivity improvement, technological innovation, reinventing government. Prereq: Padm 400 and Padm 401. (3)

Padm 421 The Nonprofit Sector in the US History and purpose of nonprofit organizations in the US. Scope and legal structure of nonprofit sector: Historical, political, economic, and sociological perspective on nonprofit organizations. (3)

Padm 422 Human Relations in Nonprofit Organizations Human resource management in nonprofit organizations, including personnel and volunteer management, working effectively with a board of directors, and managing change. (3)

Padm 423 Program Evaluation for Nonprofit Organizations This course will examine key concepts, methods, and approaches in evaluation research. Students will be exposed to the theoretical and methodological diversity of evaluation practitioners across a number of substantive areas (e.g., Social services, education, advocacy, and business practices). The comprehensive range of activities involved in designing, implementing, and assessing the utility of Social programs will be a primary focus of the course. (3)

Padm 424 Resource Development in Nonprofit Organizations Fundraising, marketing, and strategic planning in the nonprofit context; identifying, serving, and communicating with key constituents, including funders, media, constituents, and the community. (3)

Padm 431 Environmental Law Causes of and alternatives to pollution of air, land, and water; Selections from case law and conservation philosophies. (3)

Padm 433 Wetlands Basic scientific, technical, legal, and public policy issues involved in defining, delineating, regulating, conserving, and restoring wetlands. Students will make a preliminary assessment of a natural or disturbed area and its wetland status, including biology, hydrology, soils, and outline the potential issues involved in developing, conserving, or restoring the area. The course alone will not qualify students as professional wetlands delineators. (3)

Padm 434 The Great Lakes Ecology, chemistry, and environmental policy issues surrounding the Great Lakes with emphasis on Lake Michigan. Lecture, field trips, and guest lecturers. (3)

Padm 435 Geographic Information Systems Computer collection, use, and display of geographic data. GIS applications, input, and manipulation of data, conversion of data into databases, data analysis, and generation of map output and reports. (3)

Padm 438 Environmental Policy and Politics Special topics that focus on trends in environmental policy and politics. Issues include pollution, global and international conflict, and local environmental problems like Superfund and brownfield redevelopment. (3)

Padm 447 Diversity and Conflict Resolution Racial and ethnic relations in the criminal justice system. Interpersonal relations, the nature of conflict, and methods of conflict resolution. Mediation, arbitration, role playing, and language exploration. (3)

Padm 448 Leadership in Public Policy Leadership in the public policy process, including models of leadership and public/private partnerships in local governance. Prereq: Pos 101. (3)

Padm 450 Health, Illness, and Medicine in American Society Sociopolitical analysis of health care organizations and delivery of health care in the US. Topics include the meaning of illness, the social transformation of medicine, the effects of class, race, and gender on disease, the medicalization of birth, AIDS, assisted suicide, health care reform, professional autonomy, alternatives to managed care. (3)

Padm 451 Introduction to Health Services History and development of the health services system. Description and evaluation of ambulatory, acute, and long-term care; mental health; and public health systems. (3)
PADM 453 Medical Ethics and the Law
Administrative concerns regarding ethical and legal aspects of the delivery of health services. Extensive review of case studies. (3)

PADM 455 Managed Care and Integrated Service Networks
Managed care and integrated delivery systems as they affect health care delivery and policy. Management issues include contracting, compensation, provider behavior, authorization, and utilization systems. Provider and patient issues, particularly those related to Medicare, Medicaid, and behavioral health services including mental health, substance abuse, and chemical dependency. (3)

PADM 456 Economic Issues in Health Service Management
Economic theory as it applies to the delivery of health care services. Economic analysis of major health care problems. Topics include high and rapidly rising costs, inequality, and difficulties of access, and cross-cultural differentials in health care expenditures. Economic concepts and tools used to evaluate the hospital, pharmaceutical, and private insurance industries; the impact of technology on health; and the role of values in health care reform. Fulfills the economics requirement for students in the health services, nonprofit management, and administrative studies concentrations. (3)

PADM 457 Prob in Pub Adm: Topics in Hlth
PreReq: PADM 451. (3)

PADM 458 Marketing Health Management
Marketing process and strategy as they pertain to the health care industry. Marketing research, market segmentation, marketing mix, and sales. (3)

PADM 459 Long-Term Care Administration
Principles of long-term care. Administrative requirements, licensing procedures, funding strategies and regulations, pertinent state and federal legal systems, preparation for state licensing examinations. (3)

PADM 460 Issues in Intergovernmental Relations
Intergovernmental relations and their impact on state, local, and federal governments; the constitutional context and evolution of federalism; increasing federal role in local affairs; fiscal intergovernmental relations; court decisions that have facilitated the expanded federal role. Administrative relations, mandates, and impact of regulation by higher level governments. PreReq: PADM 400. (3)

PADM 461 Government Management
Management of local and state government from standpoint of city manager, township supervisor, school superintendent, county executive, executive officer. Day-to-day operational aspects of municipal administration; supervision of basic public services. (3)

PADM 462 Urban Politics
Problems of governing in urban areas; formal and informal structures and power bases of local government; conflicts and competition between racial and ethnic groups and between city and suburban areas. Application of political and community power models in case studies including studies of Chicago politics. PreReq: PADM 400. (3)

PADM 463 Urban Policy
Policies and policy-making processes at all levels of government that shape the quality of life in metropolitan areas: relationship between local and state market processes; class, gender, racial and regional consequences of different policies. (3)

PADM 466 Government Law
Legal issues related to governmental structure, intergovernmental relations, governmental service provision, and citizen participation in government decision making. Important issues and key concepts of government law. Impact of legal structures have on the administration of government. PreReq: PADM 400. (3)

PADM 467 Governing Metropolitan Areas
Study of regional governance issues in metropolitan areas including delivery of local government services at the political boundaries. PreReq: PADM 400. (3)

PADM 468 Introduction to Regional and Urban Economic Development
History, trends, and proposed solutions to problems and conflicts affecting economic development of metropolitan areas and regions in the United States. Alternative planning and programming strategies of federal programs. Focus on public sector strategies to enhance or redistribute economic activities not efficiently handled in the private sector. PreReq: Econ 370 or PADM 470 or consent of instructor. (3)

PADM 469 State and Local Government
Politics, structure, and governance of state and local government; interrelationships of governments in metropolitan areas; selected policy issues concerning state and local governments. (3)

PADM 470 Public Finance and Public Policy
Major public finance issues such as provisions for change in reliance on local taxes, fees, and state revenue sources; cost-benefit analysis; financial consequences of privatization; contracting for services; expenditure pressures and governmental indebtedness and solvency problems. Property, income and sales taxes along with local and intergovernmental revenues. May be used as a fulfillment requirement for students in the local government and administrative studies concentrations. Prereq: PADM 400 and PADM 405. (3)

PADM 471 Administrative Law
Administrative legislation and adjudication, judicial review of administrative action through use of cases and other materials. (3)

PADM 472 Affordable Housing Development
Course is designed to pose the student both the social and developmental sides of creating affordable housing. Explores social, political, and economic implications of affordable housing and its residents, and concludes with detailed descriptions of the actual implementation process required to complete development. (3)

PADM 473 Administration of Environmental Protection Programs
Trends, techniques, concepts, constraints, and technologies in the administration of environmental programs at all levels from public and private perspectives. Responsibilities of state/local government, international cooperation, and intergovernmental systems. (3)

PADM 474 Problems in Public Administration
Major problem areas in public administration including ethical considerations and political aspects of policy implementation. (3)

PADM 477 Planning and Managing Local Economic Development
This course examines economic development policies and practices in the United States, particularly at the subnational level. Special attention will be paid to planning and management of economic development, with an emphasis on the history and role of local and state strategies under the global economy. PreReq: Econ 370. (3)

PADM 478 Thesis
Design, development, and execution of a scholarly research project that involves the integration of MPA coursework and the use of appropriate data and methodology. The student is expected to apply theories from public policy and management. Using a selected topic, the student will be expected to apply theories to the production of an original analysis. (3)

Reading
(See Education: Language and Literacy)

Real Estate
Rees 401 Real Estate Process
Introduction to urban real estate markets; how real estate markets work; major techniques used to analyze those markets; cash flow models; taxation and finance; emphasis on case studies. PreReq: Acct 405 or equivalent. (3)

Rees 405 Urban Land Economics
Economic theory and formal models applied to the planning of public policy questions in urban and regional context. (3)
Rees 411 Real Estate Finance and Investment
Abroad perspective on issues in real estate financing and investment. Basic project evaluation, financing strategies, and capital market issues. Prereq: Rees 401 and Fin 408. (3)

Rees 421 Real Estate Law
Major legal concepts pertaining to acquisition, use, management, and transfer of real estate. Focus on legal issues relating to property rights, contracts, and public controls. (3)

Rees 431 Real Estate Marketing and Management
Characteristics and needs of owners; how the ownership and management of buildings respond to these needs. Key elements common to the operation and marketing of types of property; emphasis on office buildings. (3)

Rees 441 Real Estate Design and Feasibility
The architectural design components of development; how they are financial integrated in a development. Such as office, industrial, or multi-family. Chicago area developments will be reviewed both historically and through actual project/case studies. (3)

Rees 451 Public/Private Development
Active collaboration between private entrepreneurs and public agencies is increasingly common in the development and operation of commercial and public real estate. Application of both basic economic theory and practitioner tools and methods to understand the criteria required to justify such a partnership on the basis of positive/normative economic concerns. (3)

Rees 481 Real Estate Development
Various types of development: residential, retail, industrial, and office. Themes: participation, roles, and how the real estate market affects the perspectives of developers and listeners. (3)

Rees 493 Special Topics
Topics vary with individual instructors. Some topics in the past have been: mortgage markets, the real estate industry, and real estate law. (3)

Rees 495 Independent Study in Real Estate
Intensive study of a real estate topic under the direction of a faculty member. Project is selected by the student, with the approval of the supervising faculty member, school director, and dean. (1-3)

**Secondary Education**
(See Education: Secondary)

**Sociology**
Soc 401 Individual, Institutions & Power
Courses designed primarily for first-year graduate students. Introduction of Sociological theories and debates. Students are introduced to prospects of graduate and professional careers and members of graduate faculty and their research and interests. (3)

Soc 402 Seminar in Urban Studies
Contemporary urban problems including police housing, racial discrimination, fiscal crisis, employment, and public services in the metropolis. Analysis of leading central city problems and critique of leading academic theories. (3)

Soc 403 The Development of Sociology
Development of classical perspectives within Sociology. Karl Marx, Max Weber, Emile Durkheim, and others. (3)

Soc 404 Contemporary Social Theories
Main schools and tendencies of 20th-century Sociology. Topics may include the Chicago School, symbolic interactionism, functionalism, conflict theory, exchange theory, phenomenological Sociology, ethnomethodology, and critical theory. (3)

Soc 406 Seminar in Sociological Theory
Advanced course on current issues of current interest in Social theory. Topics vary by semester and by instructor. (3)

Soc 407 Cities at War
This course provides study abroad opportunity in order to explore themes such as urbanization and the increasing lethality and indiscriminacy of war. This course will also cover the extent to which globalization and global war have irreversibly affected the development of the modern city as we know it in Chicago and all modern cities. (3)

Soc 408 Qualitative Methods
In-depth introduction to forms of qualitative research. Focus on field research, interviews, oral histories, and participant observation. Additional focus on content analysis and internet research. (3)

Soc 411 Culture & Politics in Latin America
Investigation of social, cultural, and political patterns and processes; focus on indigenous peoples' national and global contexts. Topics may include "印第安人" and their relative positions in Social structures. (3)

Soc 414 Globalization, Society, and Culture
Society, Social, economic, political, and cultural systems that span nation-state borders. Current status of nationalism, nation-states, and the global economy; how cultural identities and communities are formed within the context of global systems. Topics may include effects of world market economies and social and cultural change; transnational migration and Social movements, indigenous groups, self-representation through globalization, select global technologies such as the Internet, hybrid identities and "biocultural" frameworks. (3)

Soc 415 Work and Organizations
Classical and contemporary perspectives on the importance of work and organizations in Social life. Changing forms of organization, new technologies, and their impact upon quality of work life. (3)

Soc 418 Social Change
Perspectives and paradigms in classical and contemporary theories of Social and cultural change; examination of processes of change and Social movements. (3)

Soc 420 Sociology of Inequality
Nature and function of Social inequality. Selected theories of inequality; American stratification system; comparative inequality; indicators of Social class position; class consciousness and identification; prestige and power; class position and status; processes of Social mobility. (3)

Soc 421 Sociology of Politics
Sociological contributions to research in political behavior; political motivation; participation and path; formation of political attitudes; voting organization and structured political parties; political movements; character of authority and power; political elites and decision makers. (3)

Soc 422 Sociology of Religion
The institution of religion in American life. Major historical incidents; currently popular religions; how religion interacts with other elements in the Society. (3)

Soc 423 Gender in Cross-Cultural Perspective
Cultural variations in gender ideologies and roles. How diverse cultures define differences between the sexes and their relative positions in Social structures. (3)

Soc 424 Black and White Racial Identity
Racial identity in the construction of one's sense of self, belonging, and intergroup relations: interdisciplinary approach to understanding the nature of "blacksness" and "whiteness"; how identities structure relationships with others and ourselves. (3)

Soc 425 The Sociology of Education
Social factors involved in educational processes within U.S. Society. The interaction of educational institutions with various cultural, economic, and Social factors. (3)

Soc 426 Race, Gender & the Mass Media
Relationship between U.S. media and Social construction of race and gender. Media's role in perpetuating/challenging gender and racial stereotypes; perceptions and representations; critical consumption of messages pertaining to disenfranchised groups. (3)

Soc 427 Race & Ethnic Relations
Race and ethnicity in the US; history and present status of various racial and ethnic groups; political economy, race and Social constructions of race and racial identities. (3)

Soc 430 Practicum in Aging
Field experience in aging-related occupations. (3)

Soc 431 Criminology
Social processes and criminal behavior; theories of crime; Social factors and causes of crime; law enforcement and the judicial process; corrections. (3)

Soc 432 Seminar in Evaluation Research
Techniques of evaluation research applied to analysis of particular Social programs. Discussion of steps in evaluation research, policy, data gathering techniques, and methods of analysis and interpretation. (3)

Soc 433 Public Policies in Aging
Political and Social factors in development of public policies and programs dealing with older citizens; Medicare and other programs. (3)

Soc 436 Basic Concepts and Issues in Aging
Elderly stage of life cycle; conceptual framework for viewing elderly and their status in Society; general theoretical approaches to old age. (3)

Soc 437 Aging, the Aged, and the Family
Issues of three- and four-generation families. Practical overview of developmental issues; family intervention model. (3)
Soc 438 Urban Gentrification
The political, economic, and cultural forces that are making working class residential neighborhoods and commercial areas into places for higher income, usually lighter skinned from the professional middle class. (3)

Soc 439 The Sociology of Death and Dying
Social processes involved in death and dying, how these acts are reviewed by society; adjustment to processes; effects on surviving individuals and society. (3)

Soc 440 Gender and Society
The Social construction of gender; definitions; focus on how gender roles exist in family, media, and workplace are constructed. (3)

Soc 445 The Study of Population
Theories of population growth; balance between population, natural resources, and cultural norms; methods of population analysis; population distribution and density; age, sex, and ethnic composition; fertility, mortality, migration, and their influence on population change. (3)

Soc 446 Community Organizing
Examination of community organizing theories and approaches. Focus on case studies and hands on experience. (3)

Soc 447 Sociology of Housing
Social aspects of housing and its impact on lifestyle; public housing, theory, history, and policy; housing and changing neighborhoods; techniques of housing market analysis; economic and social considerations in housing development. (3)

Soc 449 Environmental Sociology
Relationship between humans and their environment. How humans fit into the biological ecosystem that nature has adapted and how it has affected the planet. (3)

Soc 450 Sociology of Culture
Theory and method in the sociology of culture; topics may include: the role of art and popular culture, modernism and post modernism, the politics of mass media, and the role of religion in contemporary societies. (3)

Soc 453 Health, Illness, and Medicine in American Society
Organization and delivery of health care in the US; topics include: the meaning of illness, the social transformation of medicine, professional autonomy, the medicalization of birth, AIDS, assisted suicide, health care reform, and alternatives to managed care. (3)

Soc 467 Social Movements
Central analytical problems in the study of social movements; general dynamics and significance of social movements in contemporary US politics and society. (3)

Soc 480 Seminar: Sociological Theory & Methods
Theoretical concepts and methodology applied to various sociological phenomena. Presentation and critique of student-designed research projects. (3)

Soc 481 Special Topics
Course content varies. All topics will relate to Sociology. Prerequisite: specific prerequisites will be listed in class schedule. (3)

Soc 482 Special Topics
Course content varies. All topics will relate to Sociology. Prerequisite: specific prerequisites will be listed in class schedule. (3)

Soc 483 Special Topics
Course content varies. All topics will relate to Sociology. Prerequisite: specific prerequisites will be listed in class schedule. (3)

Soc 484 Special Topics
Course content varies. All topics will relate to Sociology. Prerequisite: specific prerequisites will be listed in class schedule. (3)

Soc 489 Seminar: Selected Topics in Sociology
Course content varies. All topics will relate to Sociology. Prerequisite: specific prerequisites will be listed in class schedule. (3)

Soc 490 Thesis
(1-6)

Soc 490Y Masters Thesis Completion
(0)

Soc 491 Experiential Research & Learning
Course designed primarily for first-year graduate students. Introduction of sociological theories and debates. Students are introduced to aspects of graduate and professional careers and to members of the graduate faculty and their research and interests. (3)

Soc 492 Research & Writing
Completion of substantial research project required for the degree. Requires ability to conceptualize and conduct independent and advanced research, analysis and writing. Projects may involve analysis of contemporary social issues, debate, or field of study. Topic to be developed by student in consultation with full-time faculty committee or program advisor. (3)

Soc 495 Independent Study
Pursuit of individually selected topics. Topic may not be part of regular curriculum; student must demonstrate significant interest and preparation for study. (1-6)

Soc 496 Suburban Policy Studies
Chicago’s post-World War II suburban development and the post-industrial transformation of the metropolitan region. Specific policy issues including economic development and suburban sprawl; taxation, service delivery, housing, crime, and transportation. (3)

Soc 497 Advanced Urban Policy Issues
Theoretical approaches to urban issues. Specific discussion of local communities and community organizations, crime and delinquency, segregation, and poverty. (3)

Spanish

SPAN 410 Latin American Literature and Culture Before 1888
The literature and culture of Latin America up to modernism. Pre-Colombian literature, multidisciplinary narratives, poetry of the conquest, colonial period; the literature of the 19th century republics. (3)

SPAN 411 Latin American Literature and Culture After 1888
The literature and culture of Latin America from Modernismo to the present day. Works include novels, short stories, essays, and poetry. Authors include Darío, Storni, Mistral, Rufio, and García García Márquez. (3)

SPAN 412-14 Studies in Hispanic Civilization and Culture
Course examines the intellectual and cultural reciprocity and exchange between Latin America, Europe, and the United States. (3)

SPAN 416-18 Studies in Literary and Cultural Theory
Study of critical theories and their implications for language, literature, and cultural representation. (3)

SPAN 423-425 Studies in Intellectual History
Representative works from multiple national traditions. Themes may include cultural authenticity and assimilation, intersections of gender, race, and class, narrative forms and identity, and relationships between writers and their communities. (3)

SPAN 431-35 Studies in Literary Genres
Detailed historical, textual, and/or theoretical examination of a literary genre, such as poetry, narrative, drama, and essay. (3)

SPAN 438-441 Studies in Single Authors
Detailed study of one writer in his/her cultural context. Courses offered include Rosario Castellanos, César Vallejo, and Arguedas. (3)

SPAN 443-47 Studies in Gender and Sexuality
Examination of gender and sexuality in Hispanic literature and culture. Courses offered include 20th century narratives by women from Latin America and Spain and an examination of the relationship between politics and sexuality in Latin America. (3)

SPAN 457-62 Studies in Regional Literatures
A study of Latin American literature that emphasizes regional geography, culture, and politics. (3)

SPAN 463-466 Transatlantic Literature
Examination of the intellectual and cultural reciprocity and exchange between Latin America, Europe, and the United States. (3)

SPAN 466-71 Studies in Theme or Movement
Intensive study of literary texts that share philosophical concerns, motifs, or historical perspectives. Includes the Avant-Gardes, Modernism, among others. (3)

SPAN 472-474 Studies in Film
Detailed study of a genre, director, national cinema, or theoretical questions. (3)

SPAN 475-76 Studies in Modernity
Examination of 20th century cultural modernisms. Readings include works that attempt to define the avant-garde, modernism, and modernity. Select topics include the transformativo/relof literatura, literary utopias and dystopias, authenticity, and cultural co-optation. (3)

SPAN 483-84 Studies in Postcolonial Literature
Examination of the literature that emerges in the wake of the Spanish empire. Emphasis on the responses to cultural and linguistic colonization; analysis of national and continental identity, cultural hybridity, and post-colonial subjectivity. (3)

SPAN 486-489 Studies in Race and Ethnicity in Literature
Representative works from multiple national traditions. Themes may include cultural authenticity and assimilation, intersections of gender, race, and class, narrative forms and identity, and relationships between writers and their communities. (3)
Special Education
(See Education: Special Education)

Speech
SPCH 453 Business & Professional Speaking
Prereq: Spch 101 (3)
SPCH 492 Special Topics
Focused coursework dealing with a particular communication area of current interest. Prereq: Spch 101. (3)

Teacher Leadership
(See Education: Teacher Leadership)

Theatre
All courses are restricted to majors only and require departmental prerequisites and consent of instructor. Course descriptions for Fast Track courses may be obtained by calling The Theatre Conservatory at (312) 341-3719.

THAR 400 Special Problems in Theatrical Production I: Lights, Sound, Makeup
Advanced study in lighting, sound, and makeup design for the stage. Focus on analysis, practical application, theatre safety, and innovative techniques and materials. Open to Fast Track students only. (4)

THAR 401 Special Problems in Theatrical Production II: Sets, Props, Costumes
Advanced study in sets, props, and costume design for the stage. Focus on analysis, practical application, theatre safety, and innovative techniques and materials. Open to Fast Track students only. (4)

THAR 402 Dramaturgy and Production Preparation
Script selection and analysis, dramatic theory, dramaturgy, and other pre-rehearsal considerations of the text. Open to Fast Track students only. (4)

THAR 403 Dramaturgy
Script selection and analysis, dramatic theory, dramaturgy, and other pre-rehearsal considerations of the text. (3)

THAR 404 Stage Movement and Combat
Advanced study in the application of stage movement, stage combat, and choreography for the high school dramatic teacher. Open to Fast Track students only. (3)

THAR 407 Voice and Body Training
Advanced study of teaching voice and body training to young actors. Survey of techniques and applications. Open to Fast Track students only. (3)

THAR 408 Period Styles
The study of theatrical styles for the director, emphasis on character training, research, and interpretation. Selections from period plays from the Greeks to Shaw. Open to Fast Track students only. (3)

THAR 409 Conditioning
To be taken every semester. (0)

THAR 411 Stage Direction: Literary Adaptation
Techniques of stage direction focused on the director as literary adapter of nondramatic texts. Material appropriate for high school dramatic teachers. Open to Fast Track students only. (3)

THAR 420 Acting for the Musical Stage I
Analysis of book, music, and lyrics and their relationship in musical theatre performance. Lectures, demonstrations, and individually critiqued performances from musical theatre repertoire. Individual coaching in master class setting; emphasis on vocal technique and stage movement. (3)

THAR 421 Acting for the Musical Stage II
Theories and practices of ensemble work in musical theatre based on performance and critiques of duets and small ensemble scenes from musical theatre repertoire. (3)

THAR 422 Acting for the Musical Stage III
Advanced performance coursework stressing period musical styles, choreography, and large ensemble/choral singing. Styles covered include opera, vaudeville, musical comedy, musical drama, and Broadway opera, the revue, and plays with music. (3)

THAR 423 Acting for the Musical Stage IV
Advanced performance coursework stressing contemporary developments in musical styles including the work of Stephen Sondheim, the influence of rock and rap, and multicultural influences on the evolution of the musical theatre canon. (3)

THAR 424 History of Musical Theatre
Historical evolution of musical theatre; ideas, styles, and contributions of theatrical musical's most influential creative artists. (3)

THAR 426 Dance for the Musical Stage
Advanced performance coursework on dance skills needed in musical theatre, including ballet, jazz, tap, hip-hop, and ballroom dancing. (3)

THAR 429 Acting for the Musical Stage V: Cabaret
Advanced study of cabaret theatre; important historical contexts and contemporary forms. Individual coaching in cabaret material; final performance in a cabaret setting. (3)

THAR 430 Acting on Camera I
Adapting stage acting techniques for camera; focus on working with improvisations, monologues, and scenes from plays. (3)

THAR 431 Acting on Camera II
Adapting stage acting techniques for camera; focus work for television and commercials. (3)

THAR 432 Advanced Vocal and Physical Preparation I
In-depth work on the performer's resources of voice and body. Exercises in relaxation, physical awareness, and coordination; focus on alignment, breath, and vocal production. (3)

THAR 433 Advanced Vocal and Physical Preparation II
More complex aspects of breath, sound, and specialized physical skills and techniques. Focus on the actor's creative process as the integrating link of the voice, body, emotions, and intellect. (3)

THAR 434 Advanced Vocal and Physical Preparation III: Shakespeare
Development of vocal and physical skills necessary to fill the demands of classical texts, particularly the works of William Shakespeare. (3)

THAR 435 Advanced Vocal and Physical Preparation IV: Dialects
Stage dialects most needed by performers on the contemporary stage. (3)

THAR 440 Audition Techniques and the Theatre Business
Critiques of prepared audition material and guest lectures by theatre professionals. Preparation of individual theatre resume, photos, and notebook of audition-ready monologues. (3)

THAR 441 Stage Management
(3)

THAR 442-447 Advanced Studies in Theatre Production
Aspects of theatre business including play production, stage management, theatre administration, and theatre operation/advertising. (1-3)

THAR 448 Stage Directing I
Introduction to craft of stage direction through lectures, discussions, play analysis, and presentation of short scenes. (3)

THAR 449 Stage Directing II
Direction of one-act play; entire process from script analysis and production conceptualization to public performance. (3)

THAR 450 Rehearsal and Performance Supervision
Rehearsal and performance time. Admission by audition only. Semester hours assigned according to role or function; may be repeated up to eight sem hrs Prereq: consent of instructor. (1-4)

THAR 452 Advanced Acting: Technique
In-depth exploration of the various aspects of acting technique. Survey of major acting techniques and practical applications. (3)

THAR 453 Advanced Acting: Scene Study
The work of the performer; musical theatre performance, and other aspects of scene study. (3)

THAR 455 Creative Dramatics and Drama-Oriented Teaching Techniques
(3)

THAR 460-469 Studies in Theatre Design and Technical Theatre
Advanced studies including scenic design, costume design, theatre crafts, and stage lighting. (3)

THAR 464 Design for Directors
Fundamentals of design needed by directors to design their own productions; communication with designers, theoretical concepts of design and practical applications. (3)

THAR 470 Advanced Creative Process
(3)
THAR 471 Stage Combat I 
Basic techniques of stage combat including hand-to-hand, falls, rolls, flips, and dives. (3)

THAR 472 Stage Directing III 
Advanced theoretical and practical issues of directing. (3)

THAR 473 Stage Combat II 
Stage combat employing weaponry including basic fencing, rapier, dagger, and broadsword. (3)

THAR 475 Advanced Vocal and Physical Preparation: Comedy and Character (3)

THAR 476 Dance and Movement Theory 
Prereq: consent of instructor. (1-3)

THAR 480 Advanced Studies in Theatre: Theory of Directing 
Advanced study in the theory of directing, particularly as it relates to the field of dramaturgy. (3)

THAR 481 Introduction to Asian Theatre (3)

THAR 482-484 Advanced Studies in Theatre 
Special topics not covered in the curriculum. Studies of plays and related documents concerning leading figures in the history of theatre, such as actors, directors, and playwrights. (1-3)

THAR 485 Performance Art I 
Specialized study of the theory and praxis in the field of performance art. (3)

THAR 486 Performance Art II 
Collaboration and site-specific development of performance art projects. (3)

THAR 487 Shakespeare in Performance 
Detailedd study of selected plays. Plays may vary from semester to semester; emphasis on script analysis for verse performance and style. (3)

THAR 488 Advanced Acting: Period Styles 
Acting styles required for period plays from Greek to Shaw. (3)

THAR 490 Thesis 
Culminating project for M.A. degree in theatre, except for the Fast Track MA in directing. (3)

THAR 491 Theatre Internship 
Must be arranged with faculty in advance of registration. (1-6)

THAR 492 Advanced Studies in Theatre 
Advanced study of theatre history, theory, and criticism combined with appropriate theatre literature. (3)

THAR 493 Advanced Studies in Theatre History II 
Advanced study of theatre history, theory, and criticism combined with appropriate theatre literature from 1660 to the present. (3)

THAR 494 Thesis Project 
Culminating project for M.F.A. degrees in theatre and for the MA Fast Track in directing. See information regarding additional hours required in outline of each degree program. (3)

THAR 495 Independent Study 
Special projects in acting, directing, playwriting, theatre history, and criticism. May be repeated for maximum of six semester hours. Prerequisites: consent of instructor. (1-6)

Theory and Composition 
(See Music: Theory and Composition)

Training and Development

TRDV 400 Introduction to Training and Development 
Roles and skills of the training and development professional. Contribution of training and development to organizations' goals; understanding the training and development industry and its resources available to those in the profession. (3)

TRDV 401 Online Teaching Theory and Application 
Pedagogical concepts in online course design and instruction; focus on student-centered online teaching. Hands-on practice in facilitating online learning. (3)

TRDV 411 Instructional Methods and Delivery 
Anin-depth look at teaching techniques and learning principles used in delivering training programs and choosing delivery systems. Both classroom-based and electronic instructional methods will be covered. (3)

TRDV 420 Career Development in Organizations 
Various components of career management systems and their impact on the individual and the organization. The changing role of human resource development and career management fits into a strategically planned system. (3)

TRDV 421 Facilitation and Presentation Skills for Trainers 
Communications skills when delivering presentations to groups of all sizes in diverse settings. How to overcome obstacles to successful presentations through various methods and approaches. (3)

TRDV 422 Adult Learning Theory and Application 
Developmental and psychological theories of adult learning and motivation. Tools for exploring generational differences in influence, learning, and the application of these theories to instructional design and delivery. (3)

TRDV 423 Team Building and Leadership Skills 
Processes of critical team performance including interpersonal and managerial communication, problem-solving, and conflict resolution. Dynamics of leadership as they relate to team performance. (3)

TRDV 424 Communication and Consulting Skills 
Specific skills and competencies needed to serve as an internal or external consultant. Includes interpersonal and communication skills developing a proposal for a consulting project and positioning oneself as a consultant. (3)

TRDV 425 Project Management 
Definition, planning, and management of training-related projects. Skillstocollect, calculatetoreturnonstheorganization. Creation of forecasts for proposal, development of proposal, and creation of a business case. (3)

TRDV 426 Organizational Communication 
Communication practice and theory as they relate to the training and organization development function. Critical analysis and practical application of theoretical concepts to work-based problems. Overcoming both internal and external communication issues that may affect the design and delivery of learning interventions. (3)

TRDV 427 Organization Analysis and Design 
Assessing the processes and practices inherent in analyzing and designing an organization for optimal performance. Guiding an organization design effort from problem definition and analysis to design and evaluation using an action research approach. (3)

TRDV 428 Workplace Diversity 
Diverse points of view and ways in which adverse workplace environments organizational growth; the role of training and development in supporting workplace diversity. (3)

TRDV 429 Curriculum Planning and Development 
Major paradigms and their theoretical orientations and practical implications for designing and evaluating curriculum and instruction. Strategies for designing curriculum frameworks for instructor-led, blended, and online course development programs. Prerequisites: Trdv 400. (3)

TRDV 431 Global Training 
How to succeed in a global environment by understanding issues of importance to workers in cultures other than your own. Models of intercultural behavior and training; research on intercultural training and development competencies. (3)

TRDV 432 E-Learning Strategy 
Key business considerations when developing an e-learning strategy, emphasis on creating value for organizations. Critical exploration of current theories, conceptual models, practices, trends, and issues in the digital delivery of organizational learning. Including the selection of learning management systems, blended learning, and knowledge management, and performance support, and outsourcing. Prerequisites: Trdv 400. (3)

TRDV 433 Managing Organizational Change 
Terminology, methods, and trends in organizational change theory and application to organizational issues. The change agent’s use of diagnostic skills and selecting appropriate change methods. (3)

TRDV 434 Evaluation Research Methods 
Key principles of training evaluation including assessment of reaction, learning, behavior, results, and ROI analysis. Additional topics include survey design, test construction, quantitative and qualitative tools and techniques to assess the impact of training and organization development on organizational outcomes. Prerequisites: TRDV 400 and TRDV 451. (3)

TRDV 435 Organization Development Key theories and practices in organization development that lead to improved organization effectiveness. Principles of organization structure, assessment practices, interventions, employee involvement, work design, and organization transformation. (3)
TRDV 437 Creativity in the Workplace
Strategies for solving problems in the workplace. Expanding one's point of view, examining other perspectives, and identifying options and consequences in the formulation of solutions. (3)

TRDV 438 Blended Learning Solutions
Instructional and organizational considerations of developing the most appropriate use of technology for designing blended learning solutions that maximize learning experiences and performance outcomes. Optimal blends of formal learning events and informal learning experiences employing synchronous, asynchronous, and self-paced learning technologies. Prereq: TRDV 400 and 450 (3)

TRDV 439 E-Learning Course Design
Design, development, and evaluation of self-paced e-learning applications. Application of instructional strategies to storyboarding, course development, and evaluation approaches. Key human factors such as considerations for interface design and usability testing. Exploration of software tools for creating storyboards and critique of e-learning coursework. Prereq: TRDV 400 and 450 (3)

TRDV 440 Human Performance Technology

TRDV 450 Learning Technologies
Technological approaches applied to training delivery including classroom technologies, electronic job aids, performance support systems, self-paced tutorials, instructional games and simulations, decision support and expert systems, mobile and wireless applications, learning content management systems, asynchronous and synchronous delivery, and virtual reality. Review of industry vendors who produce e-learning tools and platforms. (3)

TRDV 451 Instructional Systems Design
Theoretical foundations and practical applications of systems models for the design of instruction in training. How to identify particular training problems, apply principles of learning and systematic instructional design, and develop training programs using an instructional systems design model. Prereq: TRDV 400 and TRDV 411 (3)

TRDV 453 E-Learning Course Development & Delivery
Development and delivery of self-paced e-learning applications. Application of instructional strategies and programmatic interactions to course development. Considerations for rollout and administration, including both maintenance and recordkeeping. Exploration of software tools for creating e-learning courses. Prereq: TRDV 400 and 450 and TRDV 451 (3)

TRDV 454 Transfer of Training
(3)

TRDV 455 Facilitation Skills
(3)

TRDV 480 Special Topics
Prereq: TRDV 400 (3)

TRDV 490 Master’s Thesis
Formal research paper reflecting the student's education and experiences in the program. Precisely stated argument rigorously supported by evidence, reasoning, and theory from the field. (3)

TRDV 490Y Masters Thesis Completion (0)

TRDV 495 Independent Study (1–3)

TRDV 499 Master’s Paper or Project
Formal project that is practical and also reflects a specialized area of training and development, such as the design of a unit of instruction, a strategic plan for changing an organization, the development of an online program, or serving a practical training and development environment. (3)

TRDV 499Y Master’s Paper/Project Completion (0)

Women’s and Gender Studies

WGS 402 Introduction to Women’s and Gender Studies
Interdisciplinary investigation of trends and topics in the field, emphasizing historical, cultural, and theoretical contexts. Intersections among gender, sexuality, race, class, and ethnicity. Exploration of questions and tasks central to feminist inquiry, changing definitions of the field; feminist research methodologies. (3)

WGS 404 Topics in Feminist Theories
Rotating topics in feminist theory developed and practiced in the 20th and 21st centuries; focus on multiple voices of feminism and multi-disciplinary and interdisciplinary methods of analysis. Recent topics include: the body; identity; politics; performance; space and place; violence; lesbian; trans; ecofeminism. Maybe repeated for credit with different topics. (3)

WGS 406 Topics in WGS and African/African-American Studies
Rotating courses focusing on detailed study of intersection of race and gender in African or African-American context. (3)

WGS 407 Topics in WGS and Art (3)

WGS 490 Thesis
Prereq: WGS 402 and WGS 404 (3)

WGS 490Y Thesis Continuation
Continuation of WGS 490, thesis. Prereq: WGS 490 (0)

WGS 495 Independent Study
Opportunity for intensive study and original scholarship. Topic to be developed by student in consultation with appropriate faculty member. Work closely with faculty through all stages of reading and research. (1–3)

WGS 497 WGS Master’s Final Project
Completion of a substantial research project required for the degree. Requires ability to conceptualize and conduct independent and advanced research, analysis, and writing. Project may develop as an academic project or take an activist project as its basis. Student must develop a reasonable project topic, choose to research an appropriate subject that is not part of coursework, topic for development, and consult with appropriate faculty member. Prereq: WGS 402 and WGS 404 (3)

WGS 497Y WGS Master’s Final Project Completion
Continuation of WGS Master’s Final Project course. Prereq: WGS 402 and WGS 497 (0)

WGS 499 WGS Internship
Internship with an appropriate study or research organization on campus or in the community. Requires a minimum of 9 hours on-site work per week; weekly log, and a final research paper that analyzes experience in the context of relevant WGS scholarship. Supervised by appropriate faculty member. (3–6)
Graduate Admission

Application for graduate study may be made to the Office of Admission on either campus or online. Students are urged to file their application one semester before the semester in which they first plan to enroll; however, the Office of Admission processes applications on a continuous basis. The basic requirements for admission to graduate study for both degree and non-degree-seeking applicants are given below.

- Complete application for admission, including official transcripts, nonrefundable application fee, and other requested documentation. Undergraduate or former institutions must send all transcripts directly to Roosevelt. All transcripts received by Roosevelt University from other institutions are the property of Roosevelt University and cannot be copied or reused or returned to applicant.
- Bachelor’s degree from a regionally accredited college or university. Roosevelt students within six semester hours of receiving a bachelor’s degree may be permitted to take graduate-level courses along with their final undergraduate courses. Application is made through the Office of Admission.
- Undergraduate grade point average of at least 2.7 on a 4.0 scale in all or the last half of the undergraduate program. The College of Education requires a GPA of at least 2.7 for all undergraduate coursework. Students who have a GPA lower than 2.7 but higher than 2.5 may petition for probationary status. Many programs require higher grade point averages for admission.
- Any additional requirements specific to the individual college, discipline, or program.
- Proficiency in the English language (See section on international students).
- Concurrent application to the College of Education by students seeking admission to the EdD program. Separate application to the Department of Psychology for students seeking admission to the PsyD program (students applying to the PsyD Program do not submit the general graduate school application).
- Applicants seeking admission to the Chicago College of Performing Arts may need to present additional items, including a live audition or portfolio.

Students must comply with college or program entrance requirements. A few programs require specific preparation for graduate course work. A student’s initial or continued enrollment in graduate courses may be conditional on the successful completion of these requirements. Some colleges or programs may review a student’s standing pending the successful completion of specified requirements. In education and counseling, for example, students are evaluated during the first semester of study. Students must consult the college and program sections of this catalog and consult with a program advisor to comply with specific admission requirements and to determine conditions of continued enrollment.
Change of program
Students are admitted to a specific program and must reapply if they wish to change their program. All students who have been admitted to a specific program for graduate study must contact the graduate advisor in that college or program, for approval of a program of studies. Change of Program forms are available on both campuses in the Admission Office and the Registrar’s Office; the forms may also be downloaded from the University’s website.

Readmission
All graduate students who have been absent for three consecutive semesters (excluding the summer) must submit a Readmission Application to the Office of the Registrar and contact their graduate advisor for readmission to the college program. International students must seek readmission through the international student advisor. No fee is charged for readmission. When program requirements have changed, requirements in effect at the time of readmission apply. Masters programs require completion within six years unless exception is formally approved by specific program.

Admission status
Regular: a degree-seeking student whose application is complete and who meets all admission standards of the specific graduate program. All regular graduate students are assigned a program advisor, and all programs of study must be approved by the program advisor.

Probationary: a degree-seeking student who does not fully meet the admission requirements of the specific college or program to which he/she has applied. A probationary student may be recommended for regular student status by the graduate advisor upon completion of two graduate courses at Roosevelt University with grades of B or higher and a cumulative grade point average of 3.0 on a 4.0 scale, provided the student has met program requirements for continued enrollment. Some colleges do not accept probationary students. Check individual college admission requirements for details.

Student-at-large: a non-degree-seeking student who is admissible and wishes to pursue a limited course of study rather than a graduate degree. Non-degree status for some colleges or programs requires grade point average compliance and prior permission of the dean of the college and/or the program advisor. Students may apply no more than nine (9) total hours of credit earned while in at-large status toward a degree; approval of applicable hours, which vary by academic program, is required by a graduate advisor after a student’s admission to degree study. Check individual college admission requirements for details.

A student who is pursuing a graduate degree at another college or university may be admitted to do a limited amount of graduate work at Roosevelt upon the written recommendation of the dean of the home institution.

Incomplete Admission: a degree or non-degree student whose admission file is not complete at the time of application; admission is for one term only. The student will be eligible to register for future terms only when the file is complete.

Transfer Admission
Up to six semester hours in 30-semester-hour programs and up to nine semester hours in longer programs may be accepted for transfer credit with the approval of the program advisor. Students in the Department of Psychology’s PsyD Program may transfer up to 27 credits. Students should request acceptance of transfer credits during their first advising appointment. Transfer credits may not be accepted after the first semester of study at Roosevelt University.

Eligibility for transfer depends on the conditions given below. Students must consult the graduate advisor in their program about additional requirements.

- Credit was for graduate-level courses taken at a regionally accredited institution.
- Courses were passed with grades of A or B.
- Courses were taken less than five years before the semester in which the Roosevelt degree is to be granted.
- Course credit was not applied toward any other degree.

Course work at other institutions
Once enrolled as a graduate student at Roosevelt, a student must get permission of the program advisor before taking course work at another university for transfer to Roosevelt.

International students and students with foreign credentials
Roosevelt University is approved by the United States Immigration and Naturalization Service to admit individuals of nonimmigrant status to programs of study. The application, academic records, financial affidavits, and other required information must be on file with International Admission by June 1 for the fall semester and October 1 for the spring semester. To be considered for admission to graduate study, an international applicant must have completed, with satisfactory grades, the equivalent of a United States bachelor’s degree. Applicants should check with their specific college or program for additional requirements specific to that area, which may include a course-by-course evaluation by Educational Credential Evaluators.

A complete application packet is available from the Office of International Programs, Roosevelt University, 430 South Michigan Avenue, Chicago, IL, 60605, USA, or from our website at www.roosevelt.edu. Prospective students must comply with all of the requirements listed below.

- Complete an International Graduate Application for Admission and return it with a US $35.00 non-refundable application fee.
- All official/certified transcripts.
- One-page statement of purpose describing educational and professional goals, and interest in studying at Roosevelt University.

Additional items may be required by specific programs.
For international (F-1) students who are in the U.S., and those who wish to apply for an F-1 visa to come to the U.S., please submit an affidavit(s) of support and proof of funding from yourself and/or your sponsor(s).

Additional information about orientation program, English placement testing dates, and Certificate of Eligibility (Form I-20 or Form DS-2019) will be sent to the student when the admission committee approves the application.

In order to maintain their academic status at the University, graduate international students must fulfill the same requirements as domestic students. In order to maintain F-1 or J-1 status with U.S. immigration regulations, international graduate students must take at least nine credit hours per semester. United States immigration law applicable to the admission, transfer, work authorization, and continuing presence of students as nonimmigrants is very complex and subject to constant modification. All questions about privileges and requirements should be referred to an International Student Advisor, (312) 341-3531.

Citizens or permanent residents with foreign academic credentials apply directly to the Office of Admission. Students must demonstrate proficiency in English in order to undertake graduate studies and may need to submit their foreign credentials to Educational Credential Evaluators for official evaluation.

English proficiency

An English proficiency test, such as TOEFL, is not required for admission to Roosevelt University; however, proficiency in English must be demonstrated before academic work in any of the five colleges of the University may be taken. A non-native English speaker can demonstrate English proficiency by:

- Submitting standardized test scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Service (IELTS). Minimum scores required on the TOEFL are 550 (paper-based), 213 (computer-based) along with a 4.5 or higher on the essay score of TOEFL, or 80 (Internet-based) with a minimum of 22 on the writing section. Minimum scores required on the IELTS are 6.5 on the overall band and academic writing sections.
- Taking the Roosevelt University ELP Placement Test. Depending on the results from this exam, a student may be required to take English language courses before beginning academic work.
- Completing 30 or more semester credits during the equivalent to Roosevelt’s English 101 and 102, at a North American college or university in which English is the language of instruction. (ESL classes are not included).
- Completing four consecutive years of secondary education in a North American high school in which English is the language of instruction.
- Completion of a U.S. Bachelor’s degree.

For students who need additional language training, the English Language Program (ELP) offers a carefully planned series of courses designed to prepare non-native speakers of English for study in an American university. The complete program covers a period of at least three semesters including summer. The beginning, intermediate, and advanced courses in each of four areas — conversation, grammar, reading, and writing — place progressive emphasis on the use of English for academic purposes. Three hours of undergraduate tuition is charged for each ELP course. For a complete description of ELP courses, see Roosevelt’s undergraduate catalog.

Course Information

Course credit

Credit for graduate course work is earned in semester hours. A semester hour is the amount of credit given for one 50-minute lecture period a week for one semester. Longer periods are required for one semester hour of credit in laboratory courses and certain other applied courses in art, drawing, and music. In applied music, two hours of credit are given per half hour of private instruction per week.

Course numbering

Graduate courses carry numbers at the 400 level or above. College of Education courses at the 500-600 level are for doctoral students only. College of Arts and Sciences courses at the 500 and 600 level are for psychology master’s and doctoral students only. College of Arts and Sciences courses at the 700 level are for psychology doctoral students only.

Registration

Degree-seeking students must be admitted to a program within the University in order to register for classes. Students must register online for all courses except individualized sections such as: independent studies; course by arrangement; thesis; internships. To complete registration each term, degree-seeking students must consult with an academic advisor concerning course selection, follow registration procedures, meet deadlines as published in the Registration Guide, and pay tuition and fees or make financial arrangements. Non-degree-seeking students must apply for admission, consult with the program advisor, complete the registration form, and register in person. Some academic programs do not permit non-degree study.

Registration is not complete until confirmed by the Office of Student Accounts. A financial penalty is assessed if the student does not complete registration procedures by published deadlines. Students will receive credit only for courses for which they are officially registered. Students may not register after the last registration date published in the Registration Guide. Students who are not registered for a class may not attend.
Course load
The standard course load for a full-time student is nine to fifteen semester hours of course work except in the EdD program, in which six semester hours is full-time. PsyD students who have already earned a master's degree and who are taking 700-level courses, may also be considered full-time taking six semester hours.

During the summer term, no more than six semester hours is standard. A student is considered part-time if enrolled in fewer than nine semester hours in fall or spring semester. For purposes of enrollment certification, a student must be enrolled in six semester hours in fall or spring to be considered half-time. No student is permitted to take more than 12 semester hours without the written consent of the dean of the college in which the student is enrolled. The University reserves the right to limit a student's program when it is obvious that the student has enrolled for more work than he/she can handle successfully.

Enrollment certification
Certificates of enrollment are available from RU Access for such purposes as loan deferments, child care, and tuition reimbursement. However, certificates for loan deferments may be processed only after the published add/drop period for each term. The University participates in the National Student Clearinghouse, reporting enrollment multiple times during the semester. For faster service students may obtain their enrollment certifications directly from the National Student Clearinghouse online on RU Access.

Audit
Students may audit selected courses with approval of the department. The fee for auditing a course is 50 percent of the credit-bearing rate, plus general fees. Auditors will not receive academic credit for the course and must indicate “audit” when registering, using appropriate forms. Auditors are expected to attend classes consistent with the instructor’s attendance policy. They may participate in any or all course requirements and examinations. The grade of audit (AU) will be recorded on the academic record and may not be changed at any future date. Audited courses are not eligible for financial aid.

Change of registration
Students who wish to add a course, withdraw from a course, or opt for audit must complete the change by the deadline published in the Registration Guide. Students with financial aid must also obtain the signature of their financial aid counselor. An academic advisor’s approval is required when adding a course. Students who wish to make a change in their registration should read the tuition refund policy carefully to understand the financial implications of the change.

Withdrawal
Students may withdraw from any course and receive a grade of “W” by completing the online change of registration process with the registrar on or before the date on which 60 percent of the term has elapsed. Ceasing to attend classes, notifying the instructor of withdrawal, or nonpayment of tuition does not constitute withdrawal and will result in academic and financial penalties. It is important to refer to the current Registration Guide for detailed instructions, for the last day to submit withdrawal, and the current tuition refund policy.

Cancelled classes
The University reserves the right to cancel classes. If a student is registered for a class that is cancelled, that student will be dropped automatically and should receive advising assistance in selecting an alternative course. If a suitable alternative course cannot be found, the student will receive a full tuition refund and a fee credit. Financial aid students should consult their counselor about implications for their aid.

Student identification cards
All students must obtain a photo identification card at no charge from the Office of the Registrar. The card is valid for their period of enrollment at Roosevelt. This card verifies the student’s official status with the University. The ID card is used for library privileges, entrance to University and student activities, and access to official transcripts and checks.

Immunization
Illinois law requires those students born on or after January 1, 1957, and enrolling in six credit hours or more, to have an immunization record on file with the University during their first semester of attendance. Admitted students are sent compliance information and are required to return the information within their first semester. Students who fail to comply with those requirements will not be allowed to register for subsequent semesters until the completed immunization record is on file. Exemptions are allowed only when appropriately supported and certified for medical or religious reasons.

Health insurance
Students are strongly encouraged to have health coverage. All students living in the residence halls and all international students are required to show proof of insurance at the time of registration. Roosevelt University, in association with a private insurance carrier, offers students access to a basic major medical insurance policy. Single and family plans are available. Brochures outlining the annual policy are available from Residence Life, International Programs, or Student Services.

Change of name or address
It is the student’s responsibility to notify all appropriate University offices of an official name change or a change of address. Information and forms are available in the Office of the Registrar and online. Students are required to confirm their address online one time each semester. They are prompted to do it when logging in to RU Access the first time after the registration for a new semester has started.
Degree Requirements
Requirements for individual programs are listed in their sections in this catalog. General requirements that apply to all graduate programs are listed below.

- Thirty or more semester hours of graduate coursework for a master's degree. EdD students must complete at least 45 semester hours of coursework at the 500 or 600 level beyond the master's degree. No transfer courses are accepted in the EdD program. PsyD students must complete a minimum of 102 semester hours of graduate study.

- There required cumulative grade point average for all graduate work attempted within the student's degree programs is 3.0 or higher. Transfer grades are not included in the grade point average. No grade lower than C may be counted toward the master's degree. Students in the EdD program must maintain a grade point average of 3.25 with no more than one grade of C.

- Credit for coursework taken more than six years before the semester in which the graduate degree is to be granted will not be accepted toward the degree except for the PsyD program, which may accept coursework taken up to seven years prior to entry into the program.

- No more than three semester hours of thesis credit will be accepted toward the minimum number of credits required for the degree except for the MFA in creative writing. Credit for thesis semesters or independent study related to thesis shall not exceed three semester hours.

- Graduate students must register for 400-level courses. Students in the EdD program must register only for courses listed in their program (500-699). Students in the PsyD program must register only for courses listed in that program (500-799). Students in the Chicago College of Performing Arts must register for the zero-credit course (course number followed by “Y”). Students in the Chicago College of Performing Arts must enroll for the one semester hour of credit. Students who have not maintained continuous registration for thesis, dissertation, internship, or other final project courses will be required to register for all intervening fall and spring semesters prior to graduation.

Transfer Credit

- Graduate Transfer Credit is evaluated by the individual department.

- The required cumulative grade point average for all graduate work attempted within the student's degree programs is 3.0 or higher. Transfer grades are not included in the grade point average. No grade lower than C may be counted toward the master's degree. Students in the EdD program must maintain a grade point average of 3.25 with no more than one grade of C.

- Credit for coursework taken more than six years before the semester in which the graduate degree is to be granted will not be accepted toward the degree except for the PsyD program, which may accept coursework taken up to seven years prior to entry into the program.

- No more than three semester hours of thesis credit will be accepted toward the minimum number of credits required for the degree except for the MFA in creative writing. Credit for thesis semesters or independent study related to thesis shall not exceed three semester hours.

- Graduate students must register for 400-level courses. Students in the EdD program must register only for courses listed in that program (500-699). Students in the PsyD program must register only for courses listed in that program (500-799). Students in the Chicago College of Performing Arts must register for the zero-credit course (course number followed by “Y”). Students in the Chicago College of Performing Arts must enroll for the one semester hour of credit. Students who have not maintained continuous registration for thesis, dissertation, internship, or other final project courses will be required to register for all intervening fall and spring semesters prior to graduation.

Independent study

Graduate students, upon recommendation of the program chairperson and with the approval of the dean of their college, may be permitted to take advanced work by independent study in order to pursue independent research or supervised readings. To register for independent study, an individualized section form signed by the advisor, an instructor, and the Dean must be submitted to the Office of the Registrar.

Thesis, internship, practicum and dissertation

Some programs require an internship, thesis, practicum, or dissertation for degree completion. Registration must be approved by the graduate advisor and completed in the Office of the Registrar. A student who has not completed a thesis, internship, dissertation, or other final project by the end of the original term must maintain continued registration during fall and spring semesters until completion of the project. For Masters students, except in the Chicago College of Performing Arts, students must register for the zero-credit course (course number followed by “Y”). Students in the Chicago College of Performing Arts must enroll for the one semester hour of credit. Students who have not maintained continuous registration for thesis, dissertation, internship, or other final project courses will be required to register for all intervening fall and spring semesters prior to graduation.

Academic Policies

Grades

Evaluation of a student's academic progress is indicated by grades in completed courses: A, B, C, D, H, P, or F. The grade D is unacceptable toward graduate degree programs. Only two courses with grades of C may be counted toward completion of a graduate degree. Only one “C” grade may count toward completion of the EdD program. The grade F indicates failure. Second examinations to raise final grades or to make up failures are not permitted. The letter “W” is used to indicate official withdrawal from class. Theses, dissertations, and final projects may be graded Pass or Fail.

Students may withdraw from the course and receive a grade of “W” upon written request submitted to the Registrar by the deadline published in Registration Guide. Approval by the financial aid counselor is also required if the student is receiving financial aid. Students should also inform their instructor of their intention to drop the course. After the published deadline, no grade of W will be permitted, and the student will be graded solely on academic performance at the end of the term.

The grade of AU is given to students who audit the course.
Grade reports
A grade report is an official documentation of a student’s performance evaluated by the instructor in a given course. It may be viewed and printed via RU Access, from the University’s website. The grade report includes the student's credit hours completed, quality points, term grade point average, and cumulative grade point average. Academic standing is also indicated on the grade report.

IP (in progress)
The grade IP (in progress) is given only for specific courses (such as independent study, thesis, dissertation, practicum, or internship) that have a span two or more semesters.

I (incomplete)
A grade of Incomplete may be given only with the consent of the instructor and appropriate notification to the Registrar. An Incomplete grade may be issued only in the situation when only a small portion of the total semester’s work needs to be completed (e.g., the student must take a final examination, complete a paper, or similar requirements), the student is academically able to complete the work, and that the student has presented a satisfactory rationale and a reason to the instructor for not completing the work within the deadline of the regular semester.

Students generally are expected to complete the course requirements prior to the end of the next term; by the date indicated by an instructor in the Report of Incomplete Grade. (Fall, May 1, Spring, September 1, Summer, December 1.) A student may also be given an extension of an incomplete due to extraordinary circumstances, for example if the instructor will not be available during the following semester to ensure that the work is completed. Under such circumstances, the instructor will request an extension in writing and submit it to the Registrar.

The Incomplete grade will be removed when the instructor submits a letter grade evaluating academic progress (A, B, C, D, F) within the above deadline. If no grade is submitted and no extension granted, the Registrar will automatically convert the Incomplete grade to the default grade (B, C, D, or F) submitted by the faculty member in the Report of the Incomplete Grade at the time of granting an “I” grade.

Repeated courses
Students may retake a course with a grade of C or lower. This requires written approval by the program's director as well as the graduate dean. The form for this purpose must be submitted with the course selection worksheet at the time of registration. Students may repeat up to two courses for a maximum of seven semester hours to improve grades. Both grades of a repeated course remain on the academic record; however, only the course with the higher grade is used in computing the grade point average and counted toward degree completion. Financial aid may not cover repeated courses, and questions concerning financial aid should be directed to that office. If the student repeats a course taken at another institution, only the credits earned at Roosevelt will be computed in the cumulative credits and grade point average.

Academic Standing: Probation, Suspension and Dismissal
Good Academic Standing: To be in good academic standing, graduate students at the master’s level must maintain a cumulative grade point average of 3.0 or higher for all graduate work attempted within the student’s current degree program. Transfer grades are not included in the GPA. No more than two courses or up to seven semester hours with grades of C may be included in the course credits accepted for the master’s degree. For doctoral students, good academic standing permits only three semester hours of C grades, and requires a cumulative grade point average of 3.25 or higher.

Students notified of probationary status should contact their graduate advisors or program directors to develop plans for returning to good academic standing within one semester. Students who are admitted on a probationary status have one semester (up to 6 semester hours) to attain good academic standing. If a student admitted on probation is not on good academic standing after the first 6 semester hours, that student will be dismissed.

Probation: Students are placed on probation following any semester in which their grade point average falls below 3.0 (3.25 for doctoral students) or in which they earn a third grade of C or below in their graduate program. Probation is a temporary status which allows these students to have one semester or 6 semester hours to improve their grade point average and/or eliminate excessive grades of C or below from their grade point average computation. A student may accomplish this by retaking a required course or substituting an equivalent course with the approval of the student’s graduate program director or advisor. Specific programs may have additional requirements.

Suspension: A student on probation who fails to return to good academic standing in one semester (or 6 semester hours) will be suspended and barred from registering for further courses until a written plan for regaining good standing is presented to the student’s advisor or graduate program director, recommended by the program director to the Graduate Dean, and approved by the Graduate Dean.

The written plan must include an account of the reasons for the inadequate performance, a description of any change in circumstances that promises improved performance, and a detailed proposal of specific actions (courses to be retaken, substituted or excluded and academic supports to be accessed) that will be taken to return to good academic standing. The process of appeal may take up to one semester, during which suspended students will not be allowed to register for or attend classes. If students have already registered for classes, their registrations will be cancelled until they have been reinstated. Students whose appeals are granted will be permitted to register for one additional semester and expected to return to good standing by the end of that semester.

Dismissal: Suspended students who fail to present an acceptable plan for returning to good standing, or who fail to earn adequate grades to return to good standing, will be dismissed from the graduate program. Additionally, students who earn a total of two or more grades of D or F in one semester or in two consecutive semesters will be dismissed without first being placed on probation or suspension. Students whose continued poor grades place them on probation a second time will be dismissed directly.
Students may appeal the dismissal decision to the program faculty, who then forward their recommendation and any supporting documents to the Graduate Dean. The case is presented to the Executive Committee of the Graduate Council, which in turn makes a recommendation to the full Graduate Council. The decision of the Graduate Council is final. Students whose appeals are successful will be permitted to register for one additional semester.

The Graduate Dean will notify the student, their academic dean and their program director or advisor of their probation, suspension or dismissal in writing as soon as feasible after the end of the semester. The Graduate dean will also notify students, their deans and their program directors or advisors of the outcome of their appeals.

Application for Graduation

All students must submit the application for graduation online by the deadline published in Registration Guide. The deadline to file the application for graduation is during the term prior to the term in which the student plans to graduate. Filing an application for graduation will generate the required program audit. Students must return any exit survey required by the University.

Graduation ceremonies

There are three graduations a year, but only two commencement ceremonies, after the fall and spring semesters. A summer graduate wishing to participate in the ceremony may do so in the fall semester following the degree award date. Students may participate in the ceremony only in the term in which their degree requirements are completed.

Transcripts

Transcripts may be requested online, from the Office of the Registrar, or by written request from former students. There is a fee for each transcript. Official transcripts are issued directly to institutions and employers. Students may also request a transcript marked "Issued to Student." It takes about five working days after receiving a written request for a regular transcript to be sent. No transcript will be issued if the student owes the University money or has any other encumbrance.

Tuition, Fees and Payment Requirements

Roosevelt University lists current tuition and fees online for each term. The general fee and a student activity fee are assessed on all registrations. Certain classes may require other fees such as lab fees. Students have primary responsibility for all tuition and other fees even if payments are financed through a third party such as an employer or through student loans. By registering for classes, students agree to abide by all University regulations, whether or not printed in the catalog or the Registration Guide, and by any administration or faculty decision regarding student status in the University.

General fee

A general fee is assessed for all students who register each semester. Graduate students are required to pay a general fee of $150 each semester. The general fee is nonrefundable.

Payment plans

Tuition and fees are payable in full by the following payment due dates: August 15 for Fall, January 15 for Spring, and May 15 for Summer. Students may elect to pay tuition over the course of the semester by using the university's extended or deferred payment plan. To participate in any Roosevelt University extended or deferred payment plan, students must:

- make payment arrangements at time of registration;
- pay a $30 non-refundable payment plan fee;
- complete a promissory note;
- make first scheduled payment by the payment due date.

Please note: Only officially approved financial aid can be considered as a part of any of these plans. New aid applicants will be required to pay up front and use any future aid as a reimbursement.

Full payment plan

Under the full payment plan, students pay tuition and all applicable fees by the payment due date or upon registration, thereafter.

Extended payment plan

The extended payment plan allows students to pay for each semester's cost of tuition and fees in three equal payments for Summer or four equal payments for Spring or Fall. Students pay a $30 nonrefundable payment plan fee to participate, but no interest is charged. The payment due dates under this plan are detailed in the Academic Calendar of each semester in this guide. Students who have scholarships or grants may participate in this plan to satisfy and remaining balance after the awards are applied.

Direct bill payment plan

The direct bill payment plan allows a student to attend the University under an employee benefit plan or other sponsored plan. The benefit should not be contingent on the course grade received. The student's employer or sponsor pays the cost of tuition and fees directly to the University. To participate in this plan, students must:

- Submit a payment voucher from the employer or agency or a letter certifying the student's eligibility for the benefits and the stated value of the benefits;
- Update eligibility each term of enrollment; and
- Pay any portion of the tuition and fees not covered by the employer or agency by the payment due date, or upon registration thereafter.
Tuition Reimbursement Plan (ROOSTR)

The Roosevelt tuition reimbursement plan allows eligible students to defer tuition payments up to three weeks after grades are available for the term. To participate in the Tuition Reimbursement Plan, the student’s employer must cover at least 75% of the total cost of tuition.

Each term a student must:

- Submit a copy of employer’s tuition reimbursement policy;
- Submit a letter from the employer confirming the student’s reimbursement eligibility and indicate the percentage of the tuition covered (listing any applicable restrictions) and;
- Complete a promissory note;
- Pay any portion of the tuition and fees (generally at least $180) not covered by the employer by the payment due date or upon registration thereafter.

A late payment fee of $100 will be assessed to the student’s account if a complete payment is not received by the extended payment due date. Please verify the ROOSTR due date with the Student Accounts Office.

Tuition benefit for employees

Roosevelt University provides free or reduced tuition benefits for full-time employees and their dependents and some part-time employees. In some cases this benefit may be taxable. Details regarding the benefits are available from the Office of Human Resources, (312) 341-4331.

Other billing and collection procedures

Tuition statements are sent to students monthly. These statements include the balance from the prior month’s statement, the monthly account activity such as financial aid disbursements, amount due, any funds retained on account for future terms, and an ending balance. Past due balances at the end of the monthly billing period will be subject to a 1% monthly finance charge.

The University charges a late registration fee on all registrations that occur after the deadline published in each year’s Registration Guide. The current rate and a late registration fee are charged for retroactive registrations.

The University reserves the right to assign any delinquent student account to an agency for collection. Students whose accounts are delinquent are responsible for any additional costs assessed for the collection of the student account balance. Students are considered delinquent when their account status does not meet established payment due dates. Students returning to the University are required to pay agency fees incurred by the University to collect the student’s delinquent account. Fees will not be waived unless it is determined that the University is responsible for the delinquency or that other extraordinary circumstances warrant a waiver.

Refunds

Refund Policies

Fall and Spring Semesters

The date of withdrawal for tuition credit or refund purposes is the date on which a student withdrawal from the course online or by written notice (official Roosevelt change of registration form, fax notification, email message) is received in the Office of the Registrar — or is the last documented date of attendance/participation, whichever is earliest. Refund and/or credit are processed only for official withdrawals — not attending classes is unacceptable as official withdrawal.
Withdrawal/refund schedules – Fall and Spring Semesters

Official withdrawal through the first week of the term 100% of tuition
Official withdrawal during the second week of the term 90% of tuition
Official withdrawal during the third or fourth week of the term 50% of tuition
Official withdrawal during the fifth through eighth week 25%
Official withdrawal after the eighth week of the term 0

Summer Semester

Because they are shorter, the summer sessions have a different withdrawal/refund schedule depending on the length of the session. A 100% tuition adjustment is available only for action on or before the first day of a session. The Registration Guides, as well as the university web pages, have complete withdrawal and refund schedules for all semesters and sessions in each academic year.

For all terms: admission and tuition deposits, along with general fees, student activity fees, and (for Chicago students) the CTA UPass fee, are not refundable.

Financial Aid

There are several options for graduate students to consider in financing their education. Most graduate students fund their education through federal student loans or through employer based tuition remission; however, there are other exciting opportunities including working as a graduate assistant, working in the Federal Work-Study Program, and even partial graduate scholarships awarded to students demonstrating outstanding undergraduate academic achievement.

Priority deadline

If a student is interested in any source of financial assistance, including scholarships, student employment, or loans, he/she should complete the Free Application for Federal Student Aid (FAFSA), which can be done online at www.fafsa.ed.gov. The FAFSA should be completed as soon as possible after January 1 for the next academic year. The Roosevelt University financial aid priority deadline is April 1 of each year. Students should not wait to be admitted to Roosevelt University to apply.

Approximately one week after the FAFSA is submitted electronically, Roosevelt University will receive eligibility information electronically and students will receive a Student Aid Report (SAR) with estimated family contribution (EFC) and instructions. Students must complete the Roosevelt University Application for Financial Aid and return it to the Office of Financial Aid at the Roosevelt campus they plan to attend. Additional documentation will be requested as needed.

Once the University has received the results from the FAFSA, and the student has been admitted to Roosevelt University, the Office of Financial Aid will begin to create an individual financial aid package. This package will consist of any scholarships, student employment opportunities, and federal loans for which the student may be eligible. This information can be viewed online via the student’s RU Access account, and an award notification letter will also be mailed.

Federal Student Loans

Educational loans are the largest financial resource available to students pursuing a postsecondary degree. Student loan programs, which allow students to borrow low interest money without collateral, are considered financial aid. Student loan monies must be repaid.

All students who wish to participate in any of the student loan programs must have a complete financial aid file, a Federal Master Promissory Note/MPN, and an Entrance Counseling Worksheet no later than November 1 for the fall term, April 1 for the spring term, and June 1 for the summer term.

For the 2007-08 award year, loans disbursed after July 1, 2006 are at a fixed interest rate of 6.8%. Additionally, a zero percent to 4 percent origination fee is deducted from each disbursement. Loans require multiple disbursements during the enrollment period. There is a minimum of two disbursements even if the enrollment period is only one term. The minimum enrollment for federal loans is half-time (6 semester hours), unless registered for doctoral dissertation.

Federal Subsidized Stafford Loans

This program consists of loans borrowed directly from any participating financial institution. Eligibility for the Subsidized Federal Stafford Loan is determined by financial need. The government will pay the interest to the lender on behalf of qualified borrowers as long as the borrower is enrolled at least half-time in a degree-seeking program and for six months thereafter. A maximum of $8,500 per year may be borrowed at the graduate level.

Federal Unsubsidized Stafford Loans

This program is similar to the Federal Stafford Loan program; however, it is targeted to students who have partial or no Federal Stafford Loan eligibility. Borrowers are responsible for paying the interest that accrues during any period, although the interest may be deferred. The borrower may choose either to make periodic payments of the interest or to have the interest added to the principal of the loan when the student enters repayment.

Federal Graduate PLUS Loans

Federal Graduate PLUS loans enable graduate and doctoral students to borrow an annual amount up to the cost of education, less any other financial aid received. The amount available from PLUS is in addition to Stafford limits, but cannot exceed the total cost of attendance. Students must be enrolled at least half-time in each term of attendance, and must meet other federal aid eligibility requirements to participate. Borrowing under the graduate PLUS program is subject to credit approval.
Choosing a Lender

There are typically two choices when it comes to borrowing a federal student loan – through a lender (bank) that participates in the Federal Family Education Loan Program (FFELP), or directly from the federal government via the Direct Lending (DL) program. In either case, the financial aid office must certify your eligibility. Institutions either participate in the FFEL program or the DL program. Roosevelt University participates in the FFEL program.

When considering which lender to borrow from, you should consider several factors. Among them are:

- Quality of service, stability, and reputation of the lender: Contact the lenders you are considering. See how long it takes to reach a “live” voice. How would you rate their customer service? Do they use the latest technology to deliver loan funds? Do they have the ability to handle the loan when you are paying them back... billing, deferments, etc., or do they sell them to another lender for servicing? If they sell them, how is the customer service of the lender to which they are sold? Has the organization been in business a long time? Is it financially stable?

- Existing relationships with lending institutions: Do you have any credit cards, checking/savings accounts, car loans, mortgage? All these offers fall into what lenders call “Borrower Benefits.” Be very careful when making a decision to borrow based upon these marketed benefits. Research has shown that many borrowers do not realize all the benefits because of the many fine print stipulations involved (including the fact that many lenders do not have the payment options you would prefer on your loan).

- How much you will actually pay: The interest rate you are charged has an impact on the amount you will ultimately pay for the funds you borrow. The interest rate on many loans is tied to an index and can change at any time. If you have an opportunity to lock in a rate, do so.

Roosevelt University has open relationships with numerous lenders and service agencies all across the country. Because we want to emphasize how important it is for you to choose your own lender – we do not state any preference of any lender over another and hence do not have a “preferred lender list.” Research and shopping around for the best loan is absolutely vital when it comes to alternative or private loans — much more so than with the federal loans, since there is no interest rate cap on the alternative or private loans. Use the same approach in your research as you do with the federal loans. Start looking at your current financial relationships to see what they may have to offer. Use the internet, the library, and on-line search tools.

Federal Work-Study Program

Roosevelt University, as a participating institution in the Federal Work-Study (FWS) program, provides part-time employment to regular degree-seeking students with financial need, allowing them to earn money to help pay educational expenses. Under the FWS program, students are eligible to apply for a variety of employment opportunities both on Roosevelt’s campuses and in community service agencies. The Federal Work-Study Program can give students the competitive edge needed when applying for jobs after graduation by helping them build their resumes.

Roosevelt Scholarships, Assistantships, Awards

Roosevelt University scholarships are awarded each year to outstanding regular degree-seeking graduate students who are studying in full- or part-time programs. Applicants should review www.roosevelt.edu/gradstudents for more information.

Assistantships provide a monthly stipend for the fall and spring semesters and tuition for up to 18 semester hours of graduate courses necessary for the degree for the same period of time. All course work must apply to the degree program; additional stipulations apply. The application form deadlines, and additional information are available at the Graduate Student Center on the University website.

Veteran Educational Benefits

Eligible veterans, eligible dependents of veterans, and eligible active duty personnel must communicate directly with the Veterans Administration Office to receive educational benefits. Documentation must be submitted to the Office of Financial Aid confirming eligibility for benefits in order to be certified. Types of documentation requested are a DD214 or a Notice of Benefit Eligibility.
Books
Students should come to Roosevelt with sufficient personal funds to purchase books at the
beginning of each term. Books typically range from between $100 to $300 per three-credit-
hour course.

Financial Aid Satisfactory Academic Progress (SAP) Policy
One of the conditions to maintain eligibility for financial aid (federal, state, and institutional
scholarships, grants, loans, and work) is to meet the requirements of Satisfactory Academic
Progress as defined by the federal government. This assessment of your academic record
measures your progress towards earning a degree. It is calculated differently from your aca-
demic standing (see your Academic Advisor for how your academic standing is calculated).

Components of Financial Aid Satisfactory Academic Progress Policy
1. You must complete 67% of all the hours you register for/at Roosevelt, earning
   Courses that are repeated count towards attempted hours.
2. You must maintain a cumulative grade point average of 2.0 or higher.

Monitoring Progress
Your progress will be assessed at the end of each spring term.

Financial Aid Probation
You will be placed on financial aid probation in your next term of enrollment if you do not
meet component #1 and/or component #2. You will be advised of your SAP progress at your
Roosevelt email address. Financial aid probation lasts until the next time your SAP progress
is assessed (the following spring). You will continue to be eligible for financial aid while on
financial aid probation.

Financial Aid Termination
Eligibility for future financial aid will be ended if your cumulative record does not reflect a
67% completion ratio and/or a cumulative 2.0 grade point average the first time your record
is assessed after your probationary term.

Financial aid eligibility ends when you have attempted 170 total semester credit hours as an
undergraduate student (130 for the Bachelor of Professional or General Studies), or 54 as a
graduate student — whether or not you have been on financial aid probation.

If you earn 0 hours in any term in which you are enrolled, financial aid eligibility is ended
immediately — whether or not you have been on financial aid probation.

Note: even though you have been terminated for financial aid by federal policy, as long as
you remain in good academic standing with the university, you may be eligible to continue
to attend Roosevelt at your own expense (see your Academic Advisor). You may also attend
another college or university while trying to bring your record back into compliance with
Satisfactory Academic Progress standards.

Financial Aid Reinstatement
Financial aid eligibility will be reinstated once an assessment of your academic record con-
irms that you are in compliance with Satisfactory Academic Progress Policy (a completion
ratio of at least 67% of hours attempted AND cumulative GPA of 2.0 or higher). You may also
request a review of your eligibility prior to the next assessment date by contacting the Office
of Financial Aid. Your request will be answered via your Roosevelt email address within
fourteen (14) business days.

Right to Appeal
If your eligibility for financial aid has been terminated you may appeal to the Office of
Financial Aid for reinstatement based upon extenuating circumstances. These circumstances
include, but are not limited to, illness or injury that you may have suffered, death of a relative,
or other circumstances that result in undue hardship and that can be documented by a third-
party professional — such as a healthcare provider, counselor, cleric, lawyer, etc. The appeal
must be in writing and must be submitted along with all relevant documentation.

If you are appealing to receive aid for hours beyond the maximum number of attempted
hours allowed, you must have your academic advisor perform a degree check. Include the
results of that degree check and an exact listing of all remaining courses needed to complete
the degree with your appeal documentation.

Response to your appeal will be sent to your Roosevelt email address within fourteen (14)
business days.

Financial Aid Grievance
If you feel that your appeal was not handled properly, you may file a grievance with the Vice
President for Enrollment and Student Services. You should include all relevant documenta-
tion and a written statement of the facts of the case as you see them. Response to your
grievance will be sent to you via your Roosevelt email address within fourteen (14) business
days. The decision of the Vice President is final.

Federal Return of Title IV funds
Withdrawing from classes
Roosevelt University’s refund policy meets the standards required by federal law governing
the awarding and disbursement of Title IV Student Financial Assistance. The federal refund
policy requires a return of Title IV aid if the student received assistance in the form of a
Federal Stafford Loan, Federal Parent Loan (PLUS), Pell Grant, or Supplemental Educational
Opportunity Grant (SEOG) and withdrew from all classes before completing 60 percent of the
semester.
Student Rights and Responsibilities

Student civil rights and freedom from discrimination

Roosevelt University has been committed from its inception to a policy on nondiscrimination. No person shall be discriminated against regarding employment because of age, ancestry, citizenship, color, creed, disability, gender, gender identity, marital status, military status, national origin, parental status, race, religion, sexual orientation, source of income, unfavorable discharge from military service, veteran status, or as a result of being the victim of domestic or sexual violence in its programs and activities.

The University will not tolerate any discrimination or harassment toward or by any community member. Any written, oral, physical, or visual communication that is demeaning, degrading, intimidating, or otherwise directed at a person or persons because of race, gender, sexual orientation, age, national or ethnic origin, citizenship, military status, religion, marital and/or parental status, mental or physical disability, or any other status protected by federal, state, or local law will be considered a violation of this policy. Any person or persons who are found to have violated this policy may be subject to disciplinary action, up to and including suspension or expulsion.

Students who believe that they have been subject to discriminatory action or harassment, or believe that discriminatory action or conduct has taken place, are strongly encouraged to follow the procedure outlined in the Student Handbook for filing a complaint. The University strictly prohibits threats, intimidation, or retaliation of any kind against a person who reports a violation of this nondiscrimination policy or who cooperates with an investigation of alleged violation. Any such conduct will itself constitute a violation of this policy and may subject the offender(s) to disciplinary action.

A copy of these University policies and their implementing regulations is distributed to each student annually through the Student Handbook.

Family Educational Rights and Privacy Act

In compliance with the Family Educational Rights and Privacy Act of 1974, Roosevelt University protects the rights of students with respect to the accuracy and privacy of their educational records. Roosevelt University has established policies to prevent the release of protected information without a student’s consent.

Records kept by the Office of the Registrar and accessible to students are name, address (local, e-mail, permanent, international), grades, academic transcript, transfer credit evaluation, credit by examination or experiential learning, and registration documents. Students must show a valid university ID or a valid photograph ID in order to review these documents. To initiate such a review, students must complete an Inquiry form. A dated copy of this form with the initials of the registrar’s staff person taking the form and the name of the person to whom it is being referred will be returned immediately to the student as confirmation of receipt.

Release policy

The law permits certain categories of information to be designated as “directory information” and to be released without written consent, provided the student has been given specific opportunity to request that such information be withheld. Directory information that will be released on request includes a student’s name, major, dates of attendance, degree(s) awarded, and participation in activities.

Request to Withhold Release of Directory Information will apply to all directory information. Students who do not want such information to be disclosed must notify the associate vice president for enrollment services on or before the Friday of the second week of classes in each term. A request that directory information be withheld will be required each academic year.

Procedure to amend records

Students who believe that their academic records contain information that is inaccurate, misleading or in violation of a student’s privacy or other rights, should bring appropriate documentation to the registrar. The registrar will either agree and have the record corrected promptly or will inform the student of the decision not to amend the record as requested and of the student’s right to a hearing to challenge that record. If, after a hearing, the decision is made to amend the record, it will be amended promptly in writing. If the decision is made not to amend the record, the student will be informed of his/her right to place a statement in the record commenting on the contested information.
Student Right to Know and Campus Security Act
Roosevelt University complies with the Student Right to Know and Campus Security Act of 1990 which requires the publication and distribution of an Annual Security Report. At the Chicago campus, copies of this report are available at the Information Desk, Office of Admission, and Herman Crown Center. At the Schaumburg campus, the report is at the Information Desk.

Religious holidays
Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing within the first two weeks of each semester of their intent to observe the holiday so that alternative arrangements convenient to both student and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

Instructors who will be absent for religious reasons must clearly inform their classes ahead of time, include the planned absence on the syllabus, and notify the program head. They must supply a substitute, reschedule the class at a suitable time, or make special assignments for the time missed.

Student conduct and discipline
All students are required to abide by the rules, regulations, and principles of Roosevelt University as stated in this catalog; the student handbooks; and the constitutions of the Board of Trustees, the faculty, and the student government. Students are required to conduct themselves at all times and in all places with propriety. Conduct prejudicial to the interests of Roosevelt University may lead to disciplinary action, including suspension or dismissal. The Student Handbook provides more detailed information on disciplinary procedures.

Liability and loss
Although the University exercises reasonable precaution, it can assume no responsibility for accidents that students may have while attending or participating in classroom or laboratory work or intramural or intercollegiate activities. Also, the University does not accept responsibility for any personal property lost, stolen, or misplaced.

Academic integrity
Understanding and abiding by the principles of academic integrity is the responsibility of every student at Roosevelt University. Violations of these principles undermine the student's own learning and are unfair to other students who honor and follow them. There are many forms of academic dishonesty including plagiarism, unauthorized assistance, recycling of assigned work, and cheating on an examination. Extensive guidelines on academic integrity are available in the student handbooks, from the Office of Student Services, from advisors, instructors, and on the University website. Students are encouraged to familiarize themselves with these guidelines so that they may avoid committing a violation and incurring the consequences. Violations of academic integrity are taken very seriously at Roosevelt University, with consequences ranging from failing an assignment or a course to expulsion from the University.

Final grade and academic dishonesty appeals
The procedure detailed below should be followed for appeal of final grades and allegations of academic dishonesty.

Instructor conference
The student shall first request a conference with the instructor, explain the reason for the appeal, and seek a resolution. For fall semester grades, the request must be made no later than ten working days after the start of spring semester. For spring and summer grades, the request must be made no later than ten working days after the start of fall semester. In matters relating to grades, the instructor’s judgment is normally deemed final and conclusive. Students may appeal the professional judgment exercised by an instructor in assigning a grade only under the following circumstances:

- Grades resulting from deviations in the instructor's established and announced grading procedures
- Errors in application of grading procedures
- Modification of grades for nonacademic reasons
- Gross error in judgment by the instructor

Department chair/program director conference
If the student is not satisfied with the instructor’s resolution to the grade appeal, he/she shall request to meet with the instructor’s department chair or program director. This request must be made in writing within ten working days of the date of the meeting with the instructor. The written request should specify the student’s reason for appeal and provide supporting evidence where appropriate. The department chair or program director shall conduct an investigation, prepare a written report of his/her findings, and deliver or mail a copy to the student and dean of the college within ten working days of the student conference.

College dean conference
If the student desires to appeal the findings and decision of the department chair or program director, a written request for a conference with the college dean must be filed by the student within ten working days of delivery or mailing of the decision of the department chair/program director. The college dean will provide a copy of the appeal to the instructor, and the instructor will respond in writing prior to the date of the student conference with the dean. The college dean will confer with the student and prepare a concise written report of his/her findings and deliver or mail a copy to the student within ten working days of the student conference.
Student Review Board and provost
If a student desires to appeal the decision of the college dean, the student may first appeal to the Student Review Board and then to the provost by following the procedures set forth in the Code of Student Conduct described in the Student Handbook.

Procedures for handling student concerns other than final grade appeals
If a student has a concern about a faculty member other than a final grade appeal, the student should first discuss the concern directly with the faculty member. In many cases, the communication of the concern will lead to an improved understanding between the faculty member and the student and result in an immediate adjustment of expectations on one part or the other. If the student is not comfortable speaking with the faculty member directly, he/she may contact the department chair or program director, whoever is responsible for assigning courses and overseeing the faculty for that subject area. For clarity of communication, it is desirable for the student to submit the concern in writing. The department chair or program director will present the concern to the faculty member to verify the facts, hear the faculty member’s point of view, and seek a resolution. If a student brings a concern about a faculty member to a University official other than the department chair or program director, the official should direct the student to the school director or unit head and provide the student with the necessary contact information. The student should be informed that the department chair or program director will speak with the faculty member to hear his/her point of view before a decision is made about how the issue should be resolved.

If the student is not satisfied with the resolution at the department chair/program director level, he/she may appeal the matter to the college dean who will review the matter with the department chair/program director and decide whether to uphold the proposed resolution or to offer a different resolution. The decision of the dean is final. Complaints or concerns that are sent to a department chair or program director anonymously will not, in most cases, result in an investigation. However, if a student brings a concern to a department chair or program director and prefers that his/her name remain confidential, this request will be honored when practical.

Sexual harassment
For sexual harassment concerns, students should see the Anti-Harrassment Policy found in the Student Handbook.

Evaluation of instruction
Students are given an opportunity to evaluate their courses at the end of each semester. If evaluation forms are not available in each class, they may be obtained in offices of the college deans.

Books
It is the responsibility of all students to purchase their books each term.

Student Resources
The Division of Enrollment and Student Services oversees the academic, advocacy, and support services for students. Some programs within this division include Academic Advising and Assessment, the Academic Success Center, Career Services, the Counseling Center, International Programs, and services for learning and physically disabled students.

Office of Academic Advising and Assessment
The offices provide a variety of testing services to students and faculty. The office administers the Roosevelt University Assessment (RUA) which may be required of graduate students needing to demonstrate proficiency in mathematics for specific programs. The offices also offer information and registration materials for several tests of interest to graduate students such as the MAT, GMAT and LSAT. In Chicago, the office is located in the Auditorium Building, Rm 124, (312) 341-4340; in Schaumburg, Rm 125, 847-619-7930.

Academic Success Center
The Academic Success Center houses three offices that provide support for students: Tutoring Center, Disability Services and the Learning and Support Services Program. For more information about the ASC, visit www.roosevelt.edu/asc.

Tutoring Center
The Tutoring Center provides both group and individualized academic support and tutoring for currently enrolled students across a wide spectrum of subject areas. Students can work on specific writing needs or use the center as a place to go to discuss projects, paper topics, or ideas. All tutoring sessions are free. Appointments are available online at www.roosevelt.edu/tutoring.

Disability Services
Roosevelt University’s Disability Services Office provides students with documented disabilities, academic accommodations and auxiliary aids, and promotes increased awareness of disability issues on campus. Students with special needs requesting accommodations are encouraged to register with the office in order to be evaluated for appropriate accommodations. Call (312) 341-3810 for more information.

Learning and Support Services Program
The Learning and Support Services Program (LSSP) is designed to assist college students with learning disabilities in their pursuit of college education. It is a supportive program for students enrolled in regular college courses. Documentation of a learning disability must be provided to the Academic Success Center. Services are provided on an individual basis; emphasis is placed on planning, tutoring, counseling, and modified test-taking. An additional fee is charged.
Career Services

Throughout the year career planning classroom presentations and seminars are offered to aid students in the development of knowledge and strategies regarding career paths and employment. Career assessments are also available to assist students in selecting a major or career. Classroom presentation and seminar topics include choosing a major, cooperative education and internships, writing a resume and cover letter, networking and searching for employment, interviewing skills, changing careers, transferable skill, creating a job search plan, and preparing for a job fair.

The Office of Career Services has a variety of career/employment-related resources including e-Recruiting, an Internet-based job listing database and resume posting system; an online career resource library; many career/employment-related web links on the Career Services web pages; and career fairs sponsored at various times during the year. Students seeking internships or employment are encouraged to make an appointment with a professional staff member. In Chicago, Career Services is located in the Auditorium Building, Rm 828, (312) 341-3560; in Schaumburg the office is located in Rm 125 847-619-7921. Visit www.roosevelt.edu/ocs for more information.

Counseling Center

The Counseling Center is committed to supporting the psychological, emotional, intellectual, and social development of Roosevelt students. The Center offers numerous programs to enhance students' competency and mastery in their academic, professional, and personal lives. The staff works with students to increase self-knowledge, develop more effective problem-solving ability, and foster the growth of life skills. The confidential nature of all counseling sessions is recognized and protected. The staff follows the Standards for Providers of Psychological Services as set forth by the American Psychological Association Task Force on Standards for Service Facilities.

The Center offers groups, workshops, and personal counseling. Wellness seminars on a variety of topics are offered each month. Special programs are provided throughout the year, including presentations and confidential screening interviews. Programming and appointment information is available at the Counseling Center, Herman Crown Center, 5th floor, Chicago campus, (312) 341-3548, and Rm 114, Schaumburg campus, 847-619-7929. Additional information is available on the Counseling Center web page at www.roosevelt.edu/counseling.

International Programs

International students who need information regarding US immigration regulations, cross-cultural counseling, and all matters related to their presence in the US as well as students interested in study abroad opportunities should contact the Office of International Programs at (312) 341-3531 or internat@roosevelt.edu.

Academic Support

Computers and instructional technology

Open access computer laboratories are available to all students on both campuses. All laboratory computers provide students with Internet access. Standard software includes word-processing, spreadsheet, database, statistical analysis, programming, and web-browsing applications. Computer use is a vital part of instruction in every college. Basic competency in information technology can be obtained by all students either working on their own in the labs or in formal courses.

In addition to the computer laboratories, up-to-date computer classrooms are maintained at both campuses. Teachers often supplement standard classroom instruction with computer projection units and computers-on-carts. Increasingly, faculty supplement traditional campus-bound courses with faculty web sites (see http://faculty.roosevelt.edu).

Library

The Roosevelt University Library provides a broad spectrum of resources and services on both campuses. The Chicago campus library includes the Performing Arts Library and the University Archives. Intercampus delivery allows students at both campuses to utilize the 200,000 volume book collection and over 1,000 current periodical titles. Roosevelt University is a member of the 71-library state-wide network covering some of the largest academic libraries in Illinois. In addition, materials from across the country may be obtained through inter-library loan.

The library locations in the Auditorium Building, the Center for Professional Advancement, and the Schaumburg campus all have networked computer stations that give students access to the Internet, electronic reference works, and indexing databases. These databases include online full-text journal articles. The Library offers instruction sessions and guidelines in the use of both print and online resources for classes as well as research assistance for individuals. The Library’s web site allows students to access most of these online resources from both on-campus and off-campus locations. Additional information about the Roosevelt University Libraries may be found at http://www.roosevelt.edu/library.

Educational Opportunities

Study abroad

Students who seek information about study abroad and exchange programs may contact the Office of International Programs, Chicago campus; (312) 341-3531, internat@roosevelt.edu. To receive RU credits for study abroad/exchange programs, students must complete and submit a RU study abroad application to the Office of International Programs by April 1 for the summer term, by June 1 for the fall term, and by October 1 for the spring term. Please be aware that some study abroad and exchange programs may have earlier application deadlines.

Study abroad courses must be pre-approved. Completed study abroad courses will appear on the student’s transcript with RU course equivalencies. The credit hours and grades earned...
abroad will be included in the computation of the student’s Roosevelt University GPA. It is the responsibility of the student to request an official transcript, with earned grades listed, from the host institution to be mailed directly to the Office of International Programs within 60 days after the program completion. Credits earned abroad will not appear on the student’s Roosevelt University transcript until the official transcript is received. Students who study abroad through a RU approved exchange Program will be charged Roosevelt tuition and fees, and will not be charged a $500 Study Abroad Fee. Students who study abroad through a pre-approved non-exchange program will be charged a $500 Study Abroad Fee for each term abroad.

Institute for Continued Learning
Active adults who are fifty or older may enjoy the exciting learning environment of the Schaumburg campus by joining the Institute for Continued Learning (ICL). Membership provides opportunities to participate in study groups, seminars, lectures, and field trips — all without exams or grades. A community-based, self-governing organization, the ICL boasts a commitment to lifelong learning and cultural enrichment for its members. The Institute is sponsored by Roosevelt University and is affiliated with the national Elderhostel Institute Network.

ICL members enjoy the added benefit of auditing Roosevelt University classes free of charge. The University offers this opportunity in the belief that everyone, from the instructor to the students to the ICL members themselves, will benefit from a multigenerational perspective and the rich and varied life experiences that ICL members can bring to the classroom.

Student Activities and Campus Involvement
Participation in co-curricular activities enriches the academic experience while adding a valuable dimension to leadership potential and to a resume of life experiences. Students at Roosevelt may participate in volunteer projects, attend leadership workshops, serve in student organizations, attend cultural events, or participate in intramural activities. Contact the Office of Student Activities and the Center for Student Involvement and the Center for Campus Life.

Center for Student Involvement
Center for Campus Life
Chicago Schaumburg
Rm 105 Herman Crown Center Rm 430
(312) 341-2015 847-619-7940

Student Government
Student government assumes an important role at each campus. The Student Government Associations at each campus represent the voice for student needs, concerns, and opinions. Both organizations work to enhance campus life, sponsor programs for students, and allocate funds to student organizations. The SGA’s are each led by elected officers. Members include senators as well as representatives from student organizations.

Student Activities and Campus Involvement
Both student government organizations are responsible for appointing students to University-wide committees, such as the Dining and Vending Committee, Student Review Board, the Bookstore Advisory Committee, University Senate, and other important decision-making groups. In addition, a student from each campus is selected each year to serve on the Board of Trustees. Getting involved in student government is a great way to help enhance your collegiate experience and positively influence student life at Roosevelt. Contact Student Government Association in Chicago at sga@roosevelt.edu and Student Government in Schaumburg at sga-sch@roosevelt.edu.

Student organizations
Roosevelt University supports a variety of student organizations designed to enhance campus life, student leadership, and learning outside the classroom. Listed below are current and recently active organizations at both campuses. For information about these groups or starting a new organization, contact the Office of Student Activities or the Center for Student Involvement.

Ethnic and cultural diversity organizations
- Black Student Union
- Diverse Ethnicities Sharing Interests
- International Student Union (ISU)
- Latin American Student Organization
- RU Latinos
- RU Proud (GLBT organization)
- Women for a Multicultural Tomorrow

Greek organizations
- Alpha Kappa Alpha Sorority, Inc. (multi-campus)
- Alpha Phi Alpha Fraternity, Inc. (multi-campus)
- Alpha Sigma Sorority
- Gamma Theta Chi, multicultural sorority

Honor Societies
- Alpha Kappa Delta (Sociology)
- Psi Chi (Psychology)
- Phi Alpha Theta (History)
- Sigma Delta Pi (Spanish)

Media organizations
- Oyez Review (literary magazine)
- The Torch (newspaper)
- WRBC AM (radio station)

Professional organizations
- Breaking Ground in Business
- Collegiate Entrepreneurs Organization
- Future Teachers of Chicago (FTC)
History Club
Honors Program Student Organization
Hospitality Student Association
Psychology Club
Roosevelt University Computer Association (RUCA)
RU Diplomatic Society, Model UN
Schaumburg Scholars Student Organization
Society for Human Resource Management (SHRM)
Society for Future Healthy Professionals

Recreation organizations
Club Baseball
Intramural Sports Club

Religious organizations
Hillel
Muslim Student Organization
Roosevelt Campus Crusade for Christ
RU Christian
RU Fusion

Special interest organizations
Feminist Majority Leadership Alliance
Improvisation
Intonation
RU Prime
RU College Republicans
RU for Social Justice
RU Dancesport
RU Environmental Alliance
RU Stepping
Student Ambassadors
Students for a Sensible Drug Policy
Vox: Our Voices, Our Choices

Student Housing and Residence Life
There are two housing options for students at the Chicago campus. University Center is a residence facility located at the corner of State and Congress. It is a joint undertaking by Roosevelt University, DePaul University, and Columbia College. University Center has state-of-the-art amenities, built for the comfort and enjoyment of Roosevelt students. “Roosevelt on Washington” is the newest residence hall at the University. Located on the corner of Washington and Wabash Streets, only two blocks from the downtown campus’ Gage Building which house programs in colleges of business, education, professional studies and communication and eight blocks from the Auditorium Building which house programs in arts and sciences and performing arts, this hall is designed for suite and apartment-style living and a population of more than 200 students. The downtown location of both of these residence halls provides access to nearby cultural, educational and social resources.

The residence life staff (resident assistants, resident assistant coordinators, and the director of residence life) manage the operations of the residence halls. The resident assistants live on each floor and serve as a resource for the residents. Security personnel are also available on a 24-hour basis.

For more information, contact Office of Residence Life, Rm 110 Herman Crown Center, Chicago; (312) 341-2005; or www.roosevelt.edu/reslife.

Fitness and Recreation
Marvin Moss Student Center
Fitness and recreation facilities are provided at the Chicago and Schaumburg campuses. Please consult the Student Handbook for more information on these services in Chicago.

John M. and Christine Licht and Duraco Products Student Center, Schaumburg
The Student Center offers a fitness center containing weight machines, treadmills, stationary bicycles and locker rooms on the Schaumburg campus in Rm 425. Fitness programs are offered throughout the year. A certified personal trainer is available by appointment. There is also a recreation room with billiards, foosball, and a television in Rm 428. Students may call 847-619-7940 for hours of operation. For additional information, visit www.roosevelt.edu/osa/fitness.

Alumni Association
When you graduate from Roosevelt University, you will join a distinguished group of alumni, including the late mayor Harold Washington and jazz musician Ramsay Lewis. All graduates of Roosevelt University, the former Chicago Musical College, and the former Central YMCA College are alumni of Roosevelt University. As a member of the Alumni Association, you receive the following benefits:

■ Short-term medical insurance
■ Career counseling and resume referral services at no charge
■ Reduced rates for selected audited courses
■ Reduced-cost cultural, educational, and social activities
■ Regular issues of Roosevelt Review, the alumni magazine
■ Membership in local, regional, and academic alumni chapters

Further information is available from the Office of Alumni Relations at (312) 341-3624 or www.roosevelt.edu/alumni/events. For information on chapters and clubs, call (312) 341-4327.
Faculty, Administration and Board of Trustees

Faculty

College of Arts and Sciences

Shiva Achet, Assistant Professor, Geography and Environmental Science. BS, Tribhuvan University, Nepal; MS, University of Georgia; PhD, University of Washington.

Priscilla Archibald, Associate Professor, Spanish. BA, Bennington College; MA, University of Chicago; PhD, Stanford University.

Marian Azzaro, Assistant Chair, Department of Communication, and Associate Professor, Integrated Marketing Communications. BA, University of Nebraska; MS, University of Illinois at Champaign/Urbana.

Carrie Brecke, Director, Writing Center; Instructor, Women's and Gender Studies. MA, University of Illinois at Chicago.

Regina Buccola, Associate Professor, English and Women's and Gender Studies. BA, Bellarmine College; MA, University of Kentucky; PhD, University of Illinois at Chicago.

Ellen Fischer, Director, Women's and Gender Studies. BS, National Taiwan University; MA, Columbia University Teachers College; PhD, University of California-Los Angeles.

Bethany A. Barratt, Assistant Professor, Political Science. BA, Duke University; PhD, University of California-Davis.

Sandra Maria Benedet, Assistant Professor, Spanish. BA, San Francisco State University; MA, PhD, Stanford University.

Albert Bennett, Director, St. Clair Drake Center for African and African-American Studies, Harold Washington Professor of Policy Studies and Professor, Education. BA, University of Illinois at Chicago; MA, PhD, University of Chicago.

Eric Berkowitz, Associate Professor and Network Computing Program Director, Computer Science and Telecommunications. BA, Northeastern Illinois University; MS, PhD, Illinois Institute of Technology.

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College of Arts and Sciences

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Janett Trubatch, Graduate Dean and Vice Provost for Research and Professor, Biology. BS, Polytechnic Institute of New York; MBA, University of Miami; PhD, Brandeis University.

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Charles M. Madigan, Presidential Writer in Residence. BGS, Roosevelt University.

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BM, University of Pittsburgh; MM, Northwestern University.

Joseph Urbinato, Professor Emeritus, Music History and Bassoon.
BS, Indiana State College; MM, West Virginia University; DMA, Boston University.

George H. Wilson, Professor Emeritus, Music Education.
BS, Ohio State University; MM, University of Michigan; PhD, Ohio State University.

Evelyn T. Stone College of Professional Studies
(formerly Evelyn T. Stone University College)

Gerald F. Bobo, Professor and Director, Manfred Steinfeld School of Hospitality and Tourism Management.
BS, MS, Edd, Northern Illinois University.

Carol Brown, Visiting Assistant Professor, Hospitality and Tourism Management.
BS, University of Massachusetts; MSHTM, Roosevelt University; PhD Candidate, Illinois Benedictine University.

Michael A. Bryson, Associate Professor, Humanities.
BA, Illinois Wesleyan University; PhD, State University of New York at Stony Brook.

Evelyn T. Stone College of Professional Studies

Gregory Buckley, Associate Professor, Natural Sciences.
BA, Hartwick College; PhD, Rutgers University.

John A. Cicero, Professor, Natural Sciences.
BSEE, Illinois Institute of Technology; MSEE, Northwestern University; PhD, Illinois Institute of Technology.

Maris B. Cooke, Adjunct Instructor, General Studies.
BA, MA, University of Illinois at Chicago.

Vince Cyboran, Assistant Professor, Training and Development.
BA, University of Illinois; MS Boise State University; EdD, DePaul University.

Jane Curtis, Assistant Professor, English Language Program.
BA, Seton Hill College; MA, University of Illinois at Urbana; MA, Northeastern Illinois University.

Laura Evans, Professor, Organizational Leadership.
BA, State University of New York at Oswego; ME, University of Maryland; MSW, Fordham University; EdD, Indiana University.

Jim Fine, Lecturer, Paralegal Studies Program.
BA, University of Wisconsin-Madison; MA, Northwestern University; JD, DePaul University College of Law.

Chuck Hamburg, Associate Professor, Hospitality and Tourism Management.
BS, University of Massachusetts, Amherst; MEd, Suffolk University.

Daniel R. Headrick, Professor, Social Sciences and History.
BA, Swarthmore College; MA, Johns Hopkins University; PhD, Princeton University.

William R. Host Jr., Assistant Professor, Hospitality and Tourism Management.
BA, Kutztown University; MSHTM, Roosevelt University.

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BA, Williams College; MA, PhD, University of California, Berkeley.

Kathleen M. Iversen, Associate Professor, Training and Development.
BA, Eastern Illinois University; MA, Southern Illinois University; PhD, Loyola University.

Gregory Buckley, Associate Professor, Natural Sciences.
BA, Hartwick College; PhD, Rutgers University.

John A. Cicero, Professor, Natural Sciences.
BSEE, Illinois Institute of Technology; MSEE, Northwestern University; PhD, Illinois Institute of Technology.

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Susanne McLaughlin, Assistant Professor, Linguistics.
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Jack Metzgar, Professor, Humanities.
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Debra Orr, Assistant Professor, Training and Development.
PhD, Benedictine University.

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Amanda Putnam, Associate Professor, Humanities.
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### Administration

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>President</td>
<td>Charles R. Middleton, PhD</td>
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<tr>
<td>Executive Council</td>
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</tr>
<tr>
<td>John E. Allerson, MBA, CPA</td>
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<tr>
<td>Senior Vice President for Business and Finance and Chief Financial Officer</td>
<td>Brett Batterson</td>
</tr>
<tr>
<td>Executive Director, Auditorium Theatre</td>
<td>Denise Bransford, BGS</td>
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<tr>
<td>Chief of Staff to the President</td>
<td>J. Michael Durnil, PhD</td>
</tr>
<tr>
<td>Vice President for Governmental Relations; University Outreach; Assistant Secretary to the Board of Trustees</td>
<td>James Gandre, EdD</td>
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<tr>
<td>Interim Provost and Executive Vice President</td>
<td>Joseph Chan, PhD</td>
</tr>
<tr>
<td>Vice President for Enrollment and Student Services</td>
<td>John Cicero, PhD</td>
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<tr>
<td>Mary E. Hendry, MA</td>
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<td>David Borgealt, MA</td>
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### Executive Council

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### Academic Affairs

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<td>David Borgealt, MA</td>
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### Faculty and Administration

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<td>John Cicero, PhD</td>
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<td>Dean, Evelyn T. Stone College of Professional Studies</td>
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<td>James Gandre, EdD</td>
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<td>Judith Gouwens, EdD</td>
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<tr>
<td>Associate Dean, Graduate Studies</td>
<td>Tanweer Hasan, PhD</td>
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<tr>
<td>Associate Provost for Academic Budget and Planning</td>
<td>Douglas G. Knerr, PhD</td>
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<tr>
<td>Academic Programs and Distance Learning</td>
<td>Rudy T. Marcozzi, PhD</td>
</tr>
<tr>
<td>Acting Dean, Chicago College of Performing Arts</td>
<td>Mary Beth Riedner, MLS</td>
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<td>University Librarian</td>
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<td>Holly Stadler, PhD</td>
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<td>Dean, College of Education</td>
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<tr>
<td>Janett Trubatch, PhD</td>
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<tr>
<td>Graduate Dean and Provost for Research</td>
<td>Lynn Y. Weiner, PhD</td>
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<tr>
<td>Dean, College of Arts and Sciences</td>
<td>Carolyn Wiley, PhD</td>
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<tr>
<td>Associate Provost for Program Review</td>
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<td>College of Arts and Sciences</td>
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<tr>
<td>Lois P. Backas, MA</td>
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### Walter E. Heller College of Business Administration

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<tr>
<td>Joseph Chan, PhD</td>
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<tr>
<td>Interim Dean, Walter E. Heller College of Business Administration</td>
<td>John Cicero, PhD</td>
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<tr>
<td>Priscilla Perkins, PhD</td>
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<tr>
<td>Associate Dean</td>
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<tr>
<td>Juli Rowen, MA</td>
<td></td>
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<tr>
<td>Director, Projects and Outreach</td>
<td>Lynn Y. Weiner, PhD</td>
</tr>
<tr>
<td>Dean, College of Arts and Sciences</td>
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### College of Education

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<tbody>
<tr>
<td>Sheila Coffin, MA</td>
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<tr>
<td>Assistant Dean</td>
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<tr>
<td>George Olson, PhD</td>
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<td>Associate Dean</td>
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<tr>
<td>Caleb Paul, EdD</td>
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<tr>
<td>Interim Director of Operations, Chicago Campus</td>
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<tr>
<td>Holly Stadler, PhD</td>
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<td>Dean</td>
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### Chicago College of Performing Arts

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<tbody>
<tr>
<td>Linda Berna, PhD</td>
<td></td>
</tr>
<tr>
<td>Associate Dean; Director of the Music Conservatory</td>
<td></td>
</tr>
<tr>
<td>Joel Fink, DA</td>
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<tr>
<td>Associate Dean; Director of the Music Conservatory</td>
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### University Library

<table>
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<tr>
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<tbody>
<tr>
<td>Joseph Davis, MLS</td>
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<tr>
<td>Reference/Instruction Librarian</td>
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<tr>
<td>Donald Draganski, MLS</td>
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<tr>
<td>Emeritus Music Librarian</td>
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<tr>
<td>Michael Gabriel, MLS, MA</td>
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<td>Reference/Instruction Librarian</td>
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<tr>
<td>Geoffrey Greenberg, MLIS</td>
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<tr>
<td>Reference/Instruction Librarian</td>
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<tr>
<td>Martinique Haller, MLIS</td>
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<tr>
<td>Colm Hennessy, MLS</td>
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<tr>
<td>Emeritus Librarian</td>
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<tr>
<td>Linda Irmen, MLIS</td>
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<tr>
<td>Assistant Director of the Schaumburg Campus Library</td>
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<tr>
<td>Jacob Jeremiah, MLIS</td>
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<tr>
<td>Reference/Instruction Librarian</td>
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<tr>
<td>Adrian Jones, MLS</td>
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<tr>
<td>Emeritus University Librarian</td>
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<tr>
<td>Jennifer Lau-Bond, MLIS</td>
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<tr>
<td>Reference/Instruction Librarian</td>
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</tbody>
</table>
Christine Law, MLS
Technical Services Librarian

Greg MacAyeal, MLIS, MM
Performing Arts Library Director

Karotta Mathews, MLS
Reference/Instruction Librarian

Deborah Morris, MLS/MM
Music Cataloger

David Pribyl, MLS
Head of the Technical Services Department

Mary Beth Riedner, MLS
University Librarian

Barbara Schoenfield, MLIS, MSW
Head of Public Services and
Director of the Schaumburg Campus Library

Guiyun Wang, MLS
Library Webmaster and Electronic Resources Librarian

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Rubee Li Fuller, MA
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Michael Ford, MEd
University Registrar

Gwen Kanelos, MBA
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Paul Reis, MM
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Campus Planning and Operations

Beth Reissenweber, CPA/MBA
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Lisa Encarnacion
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Susan Muldowney
Webmaster

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Professor Emeritus of Government
Columbia University
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Reuben L. Hedlund
Managing Director
Hedlund & Hanley, LLC
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Chairman and CEO
Kimball Hill Homes
David D. Hiller
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Los Angeles Times
Lawrence Howe
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College of Arts and Sciences
Roosevelt University
Donald S. Hunt
Joseph J. Klein
Partner
Stitt, Klein, Daday, Aretos & Giampietro
Mercedes A. Laing
Executive Officer, External Affairs
Chicago Public Schools (CPS)

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Socrates Media
John M. Licht, BSBA ’69
President, CEO, and
Chairman of the Board
Duraco Products, Inc.
George W. Lofton, III
Vice President, Economic Development
ComEd
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United States District Court
Carlette McMullan
Manager, Private Investor Department
William Blair & Company, LLC
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LaSalle Bank Corporation
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Student
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Managing Director
AA Capital Partners, Inc.
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Executive Vice President and
Vice Chairman
Paddock Publications, Inc.
Anthony R. Pasquinelli
Executive Vice President
Pasquinelli Homebuilding
Michi Peña, MBA ’78
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City of Chicago
Margaret M. Policastro
Director, Language and Literacy
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Anna E. Roosevelt  
Vice President, Global Corporate Citizenship  
The Boeing Company

Samuel Rosenberg  
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Roosevelt University

Alan G. Schwartz  
Chairman  
Tennis Corporation of America

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Senior Vice President, Management Division  
Capital Guardian Trust Co

Susan Stone  
Partner  
Sidley Austin LLP

Michael T. Sweig  
Trustee  
Michael Sweig Foundation

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Eleanor Roosevelt

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