Roosevelt University
Undergraduate Catalog

College of Arts and Sciences

Walter E. Heller College of Business Administration

College of Education

Chicago College of Performing Arts

Evelyn T. Stone College of Professional Studies

2008–2009
Chicago and Schaumburg, Illinois
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Dedicated to the enlightenment of the human spirit.
Greetings from the President

Dear Student,

Welcome to Roosevelt University. I invite you to learn more about us through this catalog which is designed to serve as a record of our policies and the undergraduate programs we offer.

Roosevelt University is guided by a mission statement and strategic plan that emphasizes high academic quality and student success. All of us are committed to meeting those objectives by recruiting talented students and providing them with the tools they need to graduate and become productive citizens.

You will find that Roosevelt classes are small and faculty members are accessible to students. Our professors are recognized for being outstanding teachers and scholars. As a Roosevelt student, you will be challenged on a daily basis so that when you graduate you will be prepared to make a mark in the world as a teacher, business person, musician, or as a leader in many other professions. However, there is much more to becoming an educated person than passing courses and earning a degree. As a member of this special community, you will be shaped personally in many ways that will enrich your life and help define what kind of person you will become. I know that the opportunity to meet and engage other students from a rich array of backgrounds and experiences will be a significant part of your long-term success.

Roosevelt University has historically been a place where economic opportunity and social justice are attained through educational accomplishment. How that is done may change over time, but our common commitment is to work together for each individual’s success and development in all aspects of life.

Thank you for your interest in Roosevelt University. Please do not hesitate to contact a member of the Roosevelt community if you have questions about programs or academic requirements. And, may good fortune await you in your future.

Sincerely,

Charles R. “Chuck” Middleton
President

The University

Mission

Roosevelt University is a national leader in educating socially conscious citizens for active and dedicated lives as leaders in their professions and their communities.

The University’s student-centered faculty and staff inspire academically qualified students from diverse backgrounds and all ages to benefit from rigorous higher education and professional development opportunities in the dynamic Chicago metropolitan environment.

Deeply rooted in practical scholarship and principles of social justice expressed as ethical awareness, leadership development, economic progress, and civic engagement, Roosevelt University encourages community partnerships and prepares its diverse graduates for responsible citizenship in a global Society.

History

Roosevelt’s founding in 1945 as an independent, coeducational institution of higher learning was a feat requiring considerable courage. The new school had no campus, no library, and no endowment. But its founders had an ideal that enabled them to overcome great obstacles. They were determined to make higher education available to all students who could qualify academically. Considerations of social or economic class, racial or ethnic origin, sex, or age were, and remain, irrelevant in determining who is admitted. Originally named Thomas Jefferson College, the new school was soon renamed Roosevelt College in recognition of Franklin and Eleanor Roosevelt’s democratic ideals and values. Members of the early advisory boards included Eleanor Roosevelt, Marian Anderson, Pearl Buck, Ralph Bunche, Albert Einstein, Thomas Mann, and Gunnar Myrdal.

The Roosevelt experiment was a success from the start. Unencumbered by tradition, Roosevelt was free to pioneer new educational programs and democratic decision making. Student representatives are voting members of the University Senate; and faculty, alumni, and student representatives serve on the Board of Trustees. While insisting that its students meet the same high standards of academic excellence as those that characterize any first-rate university, Roosevelt has kept its doors open to the residents of Chicago, to students who work full-time to support themselves, and to students who are the first members of their families to attend college. Current enrollment is more than 7,200 students, of whom about 45% are pursuing graduate studies. A large percentage of Roosevelt students also work either full-time or part-time.

Roosevelt offers programs and services that place the needs of its students uppermost in its priorities. Class schedules are flexible. Courses are offered from early morning until late at night as well as on weekends, and class sizes are small. The Roosevelt faculty, numbering more than 500 full-time and part-time members, is accessible to students. An impressive number of the faculty publish books and articles, conduct important research, and perform in the world’s great concert halls. But first and foremost, Roosevelt professors are dedicated teachers who enjoy teaching and excel at it.
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.

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.ncalhearningcommission.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  
AACS – The Association to Advance Collegiate Schools of Business  
American Association of Colleges for 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  
Edcause  
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 College 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
Undergraduate Programs of Study

Undergraduate Degrees
University programs are designed to meet a number of educational needs and to provide for both general and specialized education.

- Bachelor of Arts
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Education
- Bachelor of Fine Arts
- Bachelor of General Studies
- Bachelor of Music
- Bachelor of Musical Arts
- Bachelor of Science
- Bachelor of Professional Studies
- Bachelor of Science in Business Administration
- Bachelor of Science in Hospitality and Tourism Management

Majors, Minors, and Programs of Study

College of Arts and Sciences
- Actuarial Science
- Advertising
- African American Studies
- Allied Health-Medical Technology
- Allied Health-Nuclear Medicine Technology
- Allied Health-Radiation Therapy
- Biology
- Biotechnology
- Chemistry
- Communications
- Computer Science
- Creative Writing
- Economics
- English
- Environmental Science
- Geography
- History
- Information Technology
- Integrated Communications
- International Studies
- Legal Studies
- Mathematics
- Network Computing
- Journalism
- Paralegal
- Philosophy
- Physics
- Political Science
- Pre-Dentistry
- Pre-Medicine
- Pre-Pharmacy
- Pre-Veterinary Medicine
- Psychology
- Public Relations
- Social Justice
- Sociology
- Spanish
- Statistics
- Women's and Gender Studies

College of Business Administration
- Accounting
- Finance
- Human Resource Management
- Management
- Marketing

College of Education
- Early Childhood Education
- Elementary Teacher Education
- Secondary Teacher Education
- Special Education

Chicago College of Performing Arts
- Acting
- Musical Theatre

The Theatre Conservatory
- Jazz Studies
- Music Education
- Performing Arts
- Voice

The Music Conservatory
- Bassoon
- Cello
- Clarinet
- Composition
- Double Bass
- Flute
- Guitar
- Harp
- Horn
- Jazz Studies
- Music Education

Undergraduate Programs of Study
- Administrative Studies
- Business
- Communications
- Computer Science
- Criminal Justice Leadership
- History
- Hospitality and Tourism Management
- Individualized Program
- International Studies
- Journalism
- Languages

Evelyn T. Stone College of Professional Studies
- Administrative Studies
- Business
- Communications
- Computer Science
- Criminal Justice Leadership
- History
- Hospitality and Tourism Management
- Individualized Program
- International Studies
- Journalism
- Languages
- Liberal Arts
- English Literature
- Network Computing
- Organizational Communication
- Organizational Leadership
- Paralegal Studies
- Political Science
- Pre-Biotechnology and Chemical Science
- Professional Administration
- Psychology
- Sociology
- Systems Management
External Studies courses carry the same credit as equivalent on-campus courses. Students have a full six months to complete the course work and may register for external studies courses throughout the academic year with the approval of an advisor in their academic program. At the present time, a student may not earn an entire degree externally. Students can find additional information at www.roosevelt.edu/externalstudies or by calling (312) 281-3165 to speak with a program representative.

Second Bachelor’s Degree

Applicants who have received a bachelor’s degree from a regionally accredited college or university in the United States are eligible for admission as second bachelor’s degree candidates. Applicants with international credentials which are the equivalent of a bachelor’s degree from a four-year accredited U.S. university (as determined by an evaluation agency approved by Roosevelt University) are also eligible for admission as second bachelor’s degree candidates. Official transcripts from each college previously attended are required along with the admission application and fee.

The residency requirement for the second bachelor’s degree is a minimum of 30 semester hours earned at Roosevelt University that have not been counted for any other degree.

In all colleges, degree requirements in general may be met with transfer credit, Roosevelt University courses, or a combination of both. However, specific degree requirements differ from college to college. In the College of Arts and Sciences, all specific requirements for the major sequence must be fully met. In the College of Business, all degree requirements (including residency, grade requirements, and required courses in general education, liberal studies, junior/senior core, and the major) must be satisfied. In the Chicago College of Performing Arts, all specific requirements for the major must be met; acceptance of professional coursework is subject to validation by audition and/or placement examination. Students with international credentials must consult with the appropriate college to discuss possible deficiencies in major or general education requirements.

Students with a bachelor’s degree from a four-year accredited U.S. university have met the University Writing Requirement, and do not need to take the English portion of the Roosevelt University Assessment (RUA). However, if the degree being sought is related to areas such as science, math, business, or computer science, the student may be asked to take the mathematics portion of the RUA.

Requirements for students earning a double major are different from those earning a second bachelor's degree. Please refer to the appropriate college section of the catalog for details.
Important Notice

This catalog number of the Roosevelt University Bulletin announces the undergraduate offerings of Roosevelt University for the academic year 2008-2009. The University reserves the right to make, without advanced notice, whatever changes in courses, course requirements, scholastic requirements, admission requirements, examinations, and other catalog details and descriptions that may be established by Roosevelt University from time to time. The University expressly reserves the right to change, phase out, or discontinue any policy or program. Such changes take precedence over catalog statements.

Students are responsible for the knowledge of, and adherence to, all rules, regulations, and requirements stated in the catalog and for keeping up to date with published changes. Students are also responsible for knowing the degree requirements for the programs in which they are enrolled and for enrolling in courses which fulfill those degree requirements. Students are strongly encouraged to seek information and assistance from appropriate staff should they have any questions regarding requirements or regulations. Courses listed in this catalog are not necessarily offered each semester or year. Students should consult with the Registration Guide for specific course offerings each semester.

College of Arts and Sciences

Since its founding in 1945, the College of Arts and Sciences has been the core of the educational environment at Roosevelt University. The College instructs students in the critical, cultural, and technological literacies that enable them to create satisfying lives as professionals, citizens, and private individuals. To prepare students for rewarding work lives, courses are offered in emerging professional and technical fields as well as in the traditional arts and sciences. The College provides opportunities for students to fulfill general education requirements, complete majors leading to bachelor’s degrees, and prepare for admission to professional and graduate schools. The College of Arts and Sciences is organized into the following departments and disciplines:

**Biological, Chemical, and Physical Sciences**
- Allied Health
- Biology
- Biotechnology
- Chemistry
- Environmental Science
- Geography (Physical)
- Physics

**Communication**
- Advertising
- Business Communications
- Communications
- Integrated Communications
- Journalism
- Media Studies
- Professional Communications
- Public Relations
- Speech

**Literature and Languages**

**Computer Science and Telecommunications**

**Economics**

**History, Art History, and Philosophy**

**Mathematics and Actuarial Science**

**Political Science and Public Administration**

**Sociology and Anthropology**

**Psychology**

**Interdisciplinary Programs**
- African American Studies
- International Studies
- Legal Studies
- Social Justice
- Women’s and Gender Studies
Degree Programs in the Arts and Sciences

The College of Arts and Sciences offers undergraduate programs leading to the degrees of Bachelor of Arts and Bachelor of Science. The particular degree that a student will earn is largely determined by the student's major field. Students majoring in actuarial science, allied health programs (medical technology, nuclear medicine technology), biology, chemistry, computer science, electronics engineering technology, mathematics, network computing, and psychology may earn the BS degree. Actuarial science, biology, chemistry, computer science, mathematics, network computing, and psychology also offer the BA degree. Students should note the difference in degree requirements and discuss with their academic advisor which degree would be most appropriate. All disciplines not listed above grant only the BA degree.

Candidates for the BS degree must complete at least 60 semester hours in the natural sciences and/or psychology. A supporting sequence of 15 semester hours in one second science discipline (biology, chemistry, computer science, mathematics, network computing, physical geography, physics, or psychology), exclusive of Math 099, 100, 105, and 110, Cst 100, and Geog 101, 102, is required for the BS degree. The supporting sequence requirement is automatically fulfilled for those special programs listing interdisciplinary requirements.

Requirements for Bachelor of Arts and Bachelor of Science Degrees

Students should meet regularly with program advisors, particularly during the regular advising periods, to plan a course of study designed to satisfy all requirements. Students who are new to the University or who have not declared an academic major receive advising in the advising centers. Whenever possible, students should bring documents concerning previous college-level work. All new freshmen and undergraduate transfer students will be informed of placement options by letter shortly after admission.

University Writing Requirement
Eng 101 and Eng 102 taken at Roosevelt University with a grade of C- or higher will normally satisfy this requirement. For details see University Writing Requirement in this catalog or at www.roosevelt.edu/writing/default.htm.

General Education Requirements
This requirement consists of courses designed to support and supplement academic majors. These include courses in basic skills, courses in humanities, social science, and science, and integrative courses that explore themes from the perspective of several different disciplines. All students, whether entering as first-year students or as transfers, will be required to fulfill the following general education requirements within the 120 credits counted towards the bachelor's degree. Transfer students may find that many of these courses or their equivalents have already been fulfilled through the State of Illinois General Education Core Curriculum as endorsed by the Illinois Board of Higher Education.

Biological sciences with lab:
- Biol 111 Human Biology
- Biol 112 Environmental Biology
- Biol 115 Advanced Human Biology
- Biol 150 Science as a Way of Knowing

Biological sciences without lab:
- Biol 113 Nature of Science

Physical sciences with lab:
- Chem 100 Chemistry of Global Change
- Chem 101 General Chemistry I
- Chem 202 General Chemistry II
- Phys 201 Mechanics and Heat

Physical sciences without lab:
- Chem 106 Forensic Science
- Geog 101 Physical Geography I
- Geog 102 Physical Geography II
- Geog 321 Climatology
- Envs 201 Hazardous Materials Management
- Envs 202 Pollution Control

Great Ideas
This two-semester sequence is required only of students who enter Roosevelt University as first-year students (with less than 30 semester hours of previous college credit). Students in Great Ideas read and interpret selections of classic writings. These courses are offered as Liberal Studies 111 and Liberal Studies 112 and should be taken concurrently with English 101 or 102 during the student's first year at Roosevelt.

Mathematics
All students must complete at least one mathematics course at the level of Math 110 or above. Students in many fields will need to fulfill this requirement early in their academic careers. Consult an advisor for the appropriate course.

Natural Sciences
All students must complete at least two courses in the natural sciences, at least one of which is a four or more credit course that includes substantial hands-on laboratory or field experience. One course must be in the biological sciences and one course in the physical sciences. Courses at Roosevelt University that fulfill this requirement include the following:

- Biol 111 Human Biology
- Biol 112 Environmental Biology
- Biol 115 Advanced Human Biology
- Biol 150 Science as a Way of Knowing
- Biol 113 Nature of Science

- Chem 100 Chemistry of Global Change
- Chem 101 General Chemistry I
- Chem 202 General Chemistry II
- Phys 201 Mechanics and Heat

- Chem 106 Forensic Science
- Geog 101 Physical Geography I
- Geog 102 Physical Geography II
- Geog 321 Climatology
- Envs 201 Hazardous Materials Management
- Envs 202 Pollution Control
Writing Social Justice

This course is designed to develop advanced college research and writing skills in the context of current social issues. It will also serve as a bridge for writing and research skills within the university, moving students past the introductory level toward the more in-depth writing and critical thinking they will need for courses within their chosen major, with an emphasis on the practice and principles of contemporary academic scholarship. Each course will examine one particular pressing community problem as a thematic and practical way to focus the writing and reading assignments; however, as the culminating project of the course, each student will complete a final essay that investigates a well-researched social justice issue of their own choosing.

(Students must have completed the University Writing Requirement prior to taking this course. Grades below C- are not considered passing.)

Roosevelt Signature Courses

This is a 200-level course that emphasizes metropolitanism and cultural diversity. All students must take this course except those who transfer in 90 semester hours or more. Students must have completed English 101 and 102 requirements and at least 30 hours of course credit prior to taking this course. The signature course may count toward the major with approval of an advisor, but it may not count towards other distribution requirements. Signature courses include any 200-level class in liberal studies except Libs 201. New courses are added frequently. Students should consult each semester’s Class Schedule for the most current listings.

Roosevelt Writing Center

The College of Arts and Sciences is committed to excellence in writing. To this end, they house Roosevelt’s Writing Center which provides support for all students who want to become better writers. At the Writing Center, students work with trained undergraduate and graduate student tutors who can help writers with any writing task. Talking with a peer tutor allows writers to see the possibilities that writing can hold for them. The College of Arts and Sciences encourages all students to use the Writing Center’s services. Room 650 AUD; 312.341.2206; writingcenter@roosevelt.edu; www.roosevelt.edu/writingcenter

Majors

Students are urged to choose a major during their sophomore year. The major sequence must be approved by the student’s academic advisor. Thereafter, the student should see the academic advisor regularly. Application for approval of major sequences should be made no later than the semester preceding the one in which the student expects to graduate. All seniors should make a final check of requirements for graduation during the advising period preceding their last semester.
Minors
Although a minor is not always required for degree students in the College of Arts and Sciences, many students choose a minor for interest and/or compatibility with their major. Requirements for minors are listed under most subject headings. Students are also allowed to complete a minor outside the College of Arts and Sciences, including a minor in business through the College of Business Administration or a minor in theatre through the Chicago College of Performing Arts. Specific requirements for these minors are listed in the relevant section of this catalog. Students should see their academic advisor for recommendations and approval.

Further requirements for BA and BS degrees in the College of Arts and Sciences

Grade point average
A regular student in good standing may become a candidate for the degree upon completion of 120 semester hours of work with an average grade of C- or higher at Roosevelt University.

Grade point average in the major
At least 24 semester hours of courses in the major sequence must be passed with grades of C- or higher. Students must check with the requirements of each discipline listed in this catalog.

Maximum hours in the major
At least 69 semester hours of credit (63 semester hours for BS candidates) must be completed outside the student's major. This rule does not apply to students with interdisciplinary majors.

Residency
At least 30 semester hours of acceptable work must be completed at Roosevelt University during the student's junior or senior year. Students should also check the residency requirements for their major.

Maximum hours transferred from a two-year institution
A maximum of 66 semester hours may be transferred from any accredited two-year institution.

Maximum hours in mathematics courses at the 100 level
A student may count no more than 12 semester hours of mathematics courses at the 100 level towards the 120 semester hours needed for graduation.

Maximum credit for ELP courses
A student may count no more than 12 semester hours of ELP courses (only after ELP 110 has been passed for an additional three semester hours).

Course work at the 090 level
Courses in English and mathematics at the 090 and 099 level do not count towards fulfillment of the enrollment requirement, nor do they earn credit towards the degree.

Course work at the 200 and 300 level
At least 60 semester hours of acceptable work must be completed in courses numbered 200 or higher of which at least 18 semester hours must be in courses numbered 300.

Courses taken on a non-degree-seeking basis
Not more than 15 semester hours earned as a non-degree-seeking student may be counted toward the degree.

Correspondence courses
Not more than 30 semester hours in correspondence study may be counted toward the degree.

External Studies Program
It is normally expected that degree-seeking students will take courses in class. However, the possibility of taking classes through Roosevelt University's External Studies Program does exist with the permission of the chair of the department of the student's major (or, if the student has not declared a major, the chair of the department of the course) and the dean. No course may be repeated externally. No English composition course may be taken by Arts and Science majors externally.

Professional courses
Professional courses may be counted toward the degree, subject to the following restrictions:
- Not more than 30 semester hours from an accredited professional school of allied health, art, dentistry, engineering, law, medicine, nursing, or seminary studies may be counted toward the degree. The student must be in good standing in his/her professional school. In general, professional courses in the fields named above that teach only manual skills will not be accepted.
- Not more than 30 semester hours earned in an accredited school of business may be counted.
- Not more than 30 semester hours of credit from an accredited school of music may be counted, including not more than 10 semester hours in applied music.
- Courses in education are considered professional courses, and not more than 30 semester hours of credit may be counted toward the degree.

Application for Graduation
Candidates for graduation are required to file an application for their degrees with the registrar early in the semester in which they expect to graduate. See the academic calendar for deadline dates.
**Double Major**

A student may simultaneously complete major requirements in two disciplines, thereby attaining a double major within the prescribed 120 semester hours. All specific degree requirements must be met, and only one degree, either the BA or the BS, will be granted.

**Subsequent bachelor’s degrees**

See Page 9.

**The Roosevelt Scholars Program**

The Roosevelt Scholars Program is designed to train the future leaders of the Chicago metropolitan area. This is an honors program that attracts some of Roosevelt’s most talented undergraduates—students who wish to prepare for a career and also to explore the world of ideas. By bringing students and professors together in small classes and individual research settings, the Scholars Program fosters a strong feeling of community.

The Scholars Program offers an enriched academic curriculum of interdisciplinary courses. There are two concentrations in the Scholars Program, a metropolitan issues concentration and a science concentration. Faculty mentors help students shape their academic programs, and professional mentors—accomplished leaders—keep students on the path to success. Internships and research opportunities at leading business, cultural, medical, and government organizations are offered through the program. Admission to the program is competitive. Prospective students should submit the Roosevelt Scholars application. Please see the director of the Scholars Program for complete information.

**The Scholars Program curriculum**

For students entering the Scholars Program as freshmen, the curriculum is a ten-course sequence culminating in an honors thesis, in which students pursue original research under the guidance of a faculty mentor. Students who enroll in the Scholars Program after their freshman year will not be required to take the full ten-course sequence. The program will be tailored specifically for each student depending upon his/her previous academic course work taken at Roosevelt or another institution. The courses include honors sections of the University general education curriculum as well as a variety of other honors-level studies. Students taking the metropolitan issues concentration will take the following courses together:

- Libs 111 Great Ideas I
- Libs 112 Great Ideas II
- Biol 114 Scientific Inquiry
- Eng 222 Writing About Ideas
- Two Roosevelt signature courses, one in the social sciences, and the other in the humanities
- Seminar on Chicago
- Seminar on a metropolitan issue
- Seminar on leadership and policy making
- Honors thesis

**School of the Art Institute of Chicago**

Students taking the science concentration will take the following courses together:

- Libs 111 Great Ideas I
- Libs 112 Great Ideas II
- Biol 150 Science as a Way of Knowing (Honors Discussion Section)
- Eng 222 Writing about Ideas
- One Roosevelt Signature course
- Hon 342 Revolutions in Science
- Phil 337 Science and Ethics
- Nsci 200 The Cutting Edge: Science Journal Discussion Seminar
- Science Practicum (chosen from health sciences clinical internship, biotechnology research internship, chemistry internship, psychology internship, mathematics/actuarial internship, or environmental science internship)
- Honors thesis
- Honors discussion sections of Calculus I and II (if Calculus is required for the major)
- Honors discussion of sections of Chem 101, 202, 211 and 212 (if Chemistry is required for the major)

The specific signature courses and seminar courses will vary by semester. Consult each semester’s Class Schedule for the most current listings of honors courses.

**Certificate Programs**

The College of Arts and Sciences offers certificate programs in biotechnology; child and family studies; computer science; chemical science; geographic information systems; network computing; public administration; and relaxation, meditation, and mindfulness. See listings under psychology for certificates in child and family studies and relaxation, meditation, and mindfulness. See listings in biology for the programs in biotechnology; chemistry for chemical science; geography for geographic information systems; computer science for network computing; and political science for public administration.

**Pre-Professional Programs**

Preparation for admission to professional schools is provided in the following programs: allied health, pre-dental, pre-legal, pre-medical, pre-pharmacy (freshman and sophomore years), and pre-veterinary. Students wishing to fulfill the requirements for the BA or BS degree in addition to a professional degree should read the following statements carefully.
Some professional schools admit students who have not received an undergraduate degree. In these cases it is sometimes possible to attain a bachelor's degree upon completion of three years of work at Roosevelt University and one year in a professional school, provided the appropriate courses are chosen. Academic advisors will gladly help students plan their programs to meet requirements for both degrees in the least time possible.

Students who have successfully completed one or more years of course work and are in good standing in accredited professional schools of dentistry, law, or medicine may apply up to 30 semester hours of professional work toward the degree requirements. This does not waive the major sequence requirement for graduation, but professional courses approved by the appropriate advisor may be included in the major sequences. Occasionally similar arrangements are approved by the dean of the college for students who take professional work in other accredited professional schools.

Nonprofessional courses taken in an accredited professional school may be applied under the rules governing admission with advanced standing.

Candidates offering 30 semester hours of professional work toward a degree must spend their junior or senior year enrolled at Roosevelt University.

### Actuarial Science

Actuarial science involves the application of probability theory and risk management to the areas of life and health insurance, property and casualty insurance, pension plans, and other employee benefit plans. Actuaries, who evaluate the long-term financial impact of these plans on both the issuing company and the purchaser or beneficiary of the plan, are employed by insurance companies, consulting firms, large corporations, and governmental agencies. The major in actuarial science emphasizes the mathematical theory that underlies risk evaluation.

Actuaries are expected to earn professional designation from either the Society of Actuaries (life and health insurance) or the Casualty Actuarial Society (property and casualty insurance). These societies administer a series of examinations which lead first to the designation of associate and then to fellow. The initial exams are the same for both societies. The courses required for the major and the minor will aid the student in preparing for the first two of the professional societies' examinations and will also satisfy their Validation by Educational Experience (VEE) requirements in economics, finance, and applied statistics.

### Major in Actuarial Science

The major sequence for both the Bachelor of Arts and Bachelor of Science degrees is given below. Advanced placement in mathematics is possible for well-prepared students. At least four courses in actuarial science must be completed at Roosevelt University. Both the BA and the BS degrees require a minor in finance.

#### Requirements for a major in actuarial science leading to a BA or BS degree

- Math 231 Calculus I ..............................................................................................4
- Math 232 Calculus II ............................................................................................4
- Math 233 Calculus III ..........................................................................................3
- Acsc 269 Theory of Interest ..................................................................................3
- Acsc 300 Linear Algebra ......................................................................................3
- Acsc 347 Probability and Statistics I ......................................................................3
- Acsc 348 Probability and Statistics II ....................................................................3
- Acsc 349 Regression and Time Series ..................................................................3
- Acsc 380 Actuarial Science Seminar .....................................................................3
- Two additional courses from the following list: .................................................6
  - Acsc 238 Applied Statistical Methods
  - Acsc 357 ANOVA and Experimental Design
  - Acsc 369 Actuarial Mathematics I
  - Acsc 370 Actuarial Mathematics II
  - Acsc 376 Loss Models
  - Acsc 377 Survival Models
  - Acsc 378 Topics in Actuarial Mathematics

#### Required business minor

- Acct 210 Introduction to Accounting I .................................................................3
- Acct 211 Introduction to Accounting II ...............................................................3
- Econ 101 Principles of Economics I .....................................................................3
- Econ 102 Principles of Economics II ....................................................................3
- Fin 311 Business Finance ....................................................................................3
- Fin 321 Investments .............................................................................................3
- Fnsv 300 or Fnsv 350 or Econ 323 or Fin 387 ...................................................3

#### Additional minor in an area of science for BS degree

For the BS degree, an additional minor sequence is required and must be in an area of science other than mathematics (computer science is recommended). All courses presented for the major and the minor must be completed with grades of C- or higher. Repeated courses in the major or minor require specific approval. The average grade for all courses taken in actuarial science and mathematics must be C- or higher. All credit must be approved by the department to be applied toward the major. Appropriate supporting courses in accounting, computer science, economics and financial services are recommended.

### African American Studies

Courses offered in the program enable students in any of the five colleges within the University to pursue undergraduate sequences for enrichment or specialization in African American studies. Most courses offered through the St. Clair Drake Center for African and African American Studies are interdisciplinary and may be used to satisfy general education requirements as well as electives. The objectives of the African American studies are as follows:
Major in African American Studies leading to a BA degree

Thirty semester hours of course work are required. With the approval of the program director, students select 21 semester hours from African American Studies courses, of which 12 semester hours must be at the 300 level. Also, nine semester hours must be selected from courses in African history, politics, and culture. At least 15 semester hours of course work must be taken at Roosevelt University. Students must complete all course work with a grade of C- or higher. Courses listed below are only a portion of possible offerings. Check Class Schedules or advisor for additions.

African studies courses:

- Afs 101 Introduction to African Studies ...............................................................3
- Afs 240 African History to 1500 ............................................................................3
- Afs 335 Culture Change and Social Change in Africa ........................................3
- Afs 370 History of Africa after 1500 .................................................................3
- Afs 371 Modern and Contemporary Africa .......................................................3

African American studies courses:

- Afs 102 Introduction to African American Studies ..............................................3
- Afs 202 African American Social Psychology ....................................................3
- Afs 207 Introduction to African American Literature ........................................3

Minor in African American Studies
A minimum of 18 semester hours of course work are required, composed of courses completed from African and African American Studies. At least 12 semester hours of course work must be completed at Roosevelt University. Students must complete all course work with a grade of C- or higher.

Allied Health Programs
(See also Biology)

The University offers a Bachelor of Science degree with a major in allied health in cooperation with a number of Chicago area hospitals and professional schools. The BS in Allied Health includes concentrations in the following areas:

- Medical technology
- Nuclear medicine technology
- Radiation therapy technology

Allied health programs combine academic study and hospital clinical training. All Roosevelt University allied health affiliated clinical programs are accredited by the appropriate nationally recognized accrediting bodies. Students who successfully complete degree requirements, including clinical training, are eligible to sit for the external certification exams necessary to practice professionally. For descriptions of the individual programs see listings under biology.

Anthropology
(See Sociology)

Art
The art program consists of a series of undergraduate courses offered as electives or a minor in fine art. The major in art history includes studio classes to provide practical experience in the making of art. Degree-seeking students in good standing may elect to take one advanced course per semester at the School of the Art Institute of Chicago (SAIC). Roosevelt University
students register and receive credit for SAIC courses at Roosevelt. Registration is by consent only and requires the approval of both the SAIC and Roosevelt University art program advisors.

Minor in Fine Arts
The minor sequence in fine arts consists of six art courses. It must include Art 101 or one course in art history and one course at the 300 level. The remaining four or five courses should be chosen with an art advisor. All courses in the minor must be completed with a grade of C or better. At least two courses must be taken at Roosevelt University.

Biology
Biology offers courses in the life sciences designed to teach students biological concepts and principles with emphasis on individual laboratory experiences. The curriculum provides a sound basis for professional training in biology, biotechnology, medicine, dentistry, veterinary medicine, allied health, and teaching, as well as for general science education. Biology and allied health majors with strong academic backgrounds are encouraged to apply to the science track of the Roosevelt Scholars Program, the honors curriculum of the University.

Biology courses for general education
Two biology courses are open to nonmajors without prerequisites: Biol 111 Human Biology and Biol 112 Environmental Biology. Biol 111 and 112 may be taken in any order. Biol 150 Science as a Way of Knowing is open to all students who have completed Math 100 or the equivalent. Biol 111, 112, 113 and 150 each satisfies the general education requirement for a laboratory course in biological science. Biol 150 is a stand-alone course designed to give all students, majors and nonmajors, experiences that illustrate how scientists build an understanding of the natural world. Certain upper-level biology courses with few prerequisites, such as Biol 330 and 335, may also be used for general education science credit.

Core sequence
All students majoring in biology must complete the core sequence: Biol 150, 201, 202, and 301. Students majoring in allied health with concentrations in medical technology, nuclear medicine technology, or radiation therapy must complete the core sequence: Biol 150, 201 and 301. Entering biology and allied health students will take a biology assessment test which will determine their placement in the core biology courses and which may exempt them from certain core courses. The core sequence provides a foundation in biology and the fundamentals of doing science. It also meets the needs of nonmajors who wish to prepare for admission to medical, dental, or veterinary school. Note that completion of this sequence also requires the completion of Chem 101, 202, 211, and Math 121. Students planning to take the biology or pre-professional core sequence should complete these prerequisites as early in their academic careers as possible.

Regulations for Biology and Allied Health degrees
- Minimum residence requirement of 30 semester hours in the junior and senior year; off-site allied health courses do not count towards this requirement.

Biology
- At least 20 semester hours in acceptable biology, chemistry, or physics courses must be taken at Roosevelt University; not more than 15 semester hours of acceptable biology courses may be taken elsewhere.
- Courses in biology must have been taken within the last eight years to be accepted for graduation.
- Courses taken for the major or minor must be taken on a letter grade basis. A grade of C- is the minimal acceptable grade for a course to be applied to the major or minor, or to be acceptable as a prerequisite for subsequent courses. A minimum cumulative GPA of 2.0 is required for all courses in the major and the minor.
- No more than four semester hours of independent study in biology may be used to fulfill the requirements of the major.
- A first course in human anatomy and physiology does not apply towards a major in biology; technical and/or clinical courses are not acceptable for transfer credit, except for programs in medical technology, nuclear medicine technology or radiation therapy technology.
- AP biology credit with a score of 3.0 or higher may apply toward the major in biology or the general education requirement; consult with an advisor.
- All biology and allied health majors must take a national standardized test in biology after completing the core courses and the majority of their biology electives, but prior to graduation. Eligible tests include the MCAT (for BS in biology) and the biology portion of the GRE (for BA or BS in biology or BS in allied health). Students should consult their academic advisor for instructions at least two semesters prior to graduation.
- At least one biology course with a laboratory above Biol 301 must be passed with a grade of C- or better.

Major in Biology leading to a BS degree
The BS in biology prepares students for jobs in government agencies such as EPA, OSHA, the Department of Agriculture, and for work as laboratory or field work technicians in universities, hospitals, museums, and industry. It also prepares students to teach biology at the secondary level and for admission to medical, dental, veterinary schools, and graduate programs in the life sciences.

Students who plan to teach biology in secondary school may qualify for Roosevelt University’s recommendation to the Illinois State Board of Education for teacher certification. This program provides biology majors with the flexibility to teach mathematics and general science as well as biology in grades 6-12. Application for admission to the program must be made to the College of Education before the student begins the senior year (less than 90 semester hours). Requirements are listed under secondary teacher education. Students interested in this option should see an advisor in the College of Education for specific course selections.

Required courses:
Biol 150 Science as a Way of Knowing.................................................................4
Biol 201 Organismic Biology ............................................................................5
in the life sciences or health professions. Requirements for the BA degree include 30 semester hours of acceptable credits in biology and at least one 300-level laboratory course beyond Biol 301. Students must also complete three courses that cover the interface between the sciences and other disciplines, such as history or philosophy, or that concern the connections of science and technology with social, political, or moral issues.

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 150 Science as a Way of Knowing</td>
<td>4</td>
</tr>
<tr>
<td>Biol 201 Organismic Biology</td>
<td>5</td>
</tr>
<tr>
<td>Biol 202 Ecology, Evolution, and Genetics</td>
<td>5</td>
</tr>
<tr>
<td>Biol 301 Cellular and Molecular Biology</td>
<td>5</td>
</tr>
<tr>
<td>Chem 101 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chem 202 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 211 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chem 212 Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Math 121 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 122 Precalculus</td>
<td>3</td>
</tr>
<tr>
<td>Math 217 Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 231 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Math 232 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Phys 231 Intro to Calculus-Based Physics I</td>
<td>5</td>
</tr>
<tr>
<td>Phys 232 Intro to Calculus-Based Physics II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives chosen from the list below to complete a minimum of 35 semester hours in biology with at least one 300-level laboratory course beyond Biol 301:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 115 Advanced Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 242 Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Biol 302 Diversity and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Biol 304 Histology and Ultrastructure</td>
<td>5</td>
</tr>
<tr>
<td>Biol 310 Fundamentals of Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Biol 315 Ecology</td>
<td>5</td>
</tr>
<tr>
<td>Biol 317 Behavioral Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 324 Marine Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 330 Wetlands Delineation</td>
<td>3</td>
</tr>
<tr>
<td>Biol 332 Ecology of Tallgrass Prairies</td>
<td>3</td>
</tr>
<tr>
<td>Biol 335 Great Lakes</td>
<td>3</td>
</tr>
<tr>
<td>Biol 338 Organ System Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 351 General Genetics</td>
<td>5</td>
</tr>
<tr>
<td>Biol 353 Molecular Biology</td>
<td>5</td>
</tr>
<tr>
<td>Biol 354 Experimental Methods in Biochemistry and Biotechnology</td>
<td>2</td>
</tr>
<tr>
<td>Biol 355 Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Biol 356 Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 358 Cell Biology</td>
<td>5</td>
</tr>
<tr>
<td>Biol 360 Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>Biol 361 Information Technology for the Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Biol 367 Immunology</td>
<td>5</td>
</tr>
<tr>
<td>Biol 371 Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>Biol 391 Medical Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geog 314 Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>Libs 331 Technology and Human Values</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major in Biology leading to a BA degree**

The BA in biology is an option for students who wish an in-depth humanistic education in biology without completing all of the biology, mathematics, chemistry, and physics courses required for the BS in biology. This degree does not prepare students fully for postgraduate study
Major in Allied Health leading to a BS degree

Concentration in Medical Technology

Medical technologists perform a variety of tests on blood, tissues, and body fluids using the techniques of hematology, microbiology, immunohematology, clinical chemistry, and urinalysis. They work in conjunction with pathologists, physicians, or scientists in hospital laboratories.

Medical technology students complete 90 semester hours of academic course work including the University Writing Requirement and the Arts and Sciences general education requirements as well as the concentration requirements outlined below. They complete their last 30 semester hours in a one-year, full-time, daytime clinical training program at the Evanston Northwestern Healthcare Corporation Medical Technology/Clinical Laboratory Science Program (see clinical courses for medical technology below). Upon successful completion of the clinical program, students receive a certificate in medical technology from the clinical program, a BS in allied health from the University, and are eligible to sit for ASCP certification.

Admission to the clinical training program is at the discretion of the clinical affiliate. Students are not guaranteed admission. Students in clinical training are registered through Roosevelt University.

ASCP certified medical laboratory technicians or students with ASCP-approved equivalent training may be eligible for advanced standing and allowed to complete the BS in allied health. Contact the Department of Biological, Chemical, and Physical Sciences for details.

Required courses in the concentration:

Biol 150 Science as a Way of Knowing .................................................. 4
Biol 201 Organismic Biology ................................................................. 5
Biol 301 Cellular and Molecular Biology .............................................. 5
Biol 360 Microbiology ........................................................................ 5
Biol 367 Immunology ........................................................... 5
Chem 101 General Chemistry I .............................................................. 4
Chem 202 General Chemistry II ........................................................... 4
Chem 211 Organic Chemistry I ............................................................. 4
Chem 212 Organic Chemistry II ............................................................ 4
Math 121 College Algebra ................................................................. 3

Math 217 Introduction to Probability and Statistics ................. 3
Clinical courses ............................................................... 30

General education requirements; University Writing Requirement; electives; professional, education, and administration courses to total..... 120

Recommended courses (choose two):

Badm 101 Introduction to Business ........................................... 3
Badm 202 Introduction to Business Computing .......................... 3
Cnst 100 Essential PC Skills ......................................................... 3
Cnst 101 Beyond PC Essentials ................................................... 3
Padm 351 Introduction to Health Sciences .................................. 3
Phil 334 Biomedical Ethics ............................................................ 3
Pos 391 AIDS: Science, Culture, Power ........................................ 3
Soc 339 The Sociology of Death and Dying .................................... 3
Soc 353 Health, Illness, and Medicine in American Society ........ 3

Clinical courses in medical technology:

Alh 310 Orientation to Clinical Laboratory Science
Alh 312 Body Fluids
Alh 320 Clinical Hematology/Coagulation
Alh 321 Clinical Microbiology - Virology
Alh 322 Clinical Chemistry
Alh 323 Clinical Immunopathology
Alh 324 Clinical Immunohematology/Transfusion Medicine
Alh 326 Clinical Microbiology - Parasitology
Alh 327 Phlebotomy
Alh 328 Clinical Microbiology - Mycology
Alh 329 Management and Education

Major in Allied Health leading to a BS degree

Concentration in Nuclear Medicine Technology

Nuclear medicine technologists are involved in direct patient care. They work with physicians to administer radioactive and stable nuclides for the diagnosis of disease and to provide therapy using unsealed radioactive sources. Most nuclear medicine technologists work in hospitals. Students interested in allied health careers should seek early guidance from a biology advisor. This is particularly true for transfer students who will face a very tight schedule in some of these programs.

Nuclear medicine technology students complete 90 semester hours of academic course work including the University Writing Requirement and the Arts and Sciences general education requirements as well as the concentration requirements outlined below. They complete their last 30 semester hours in a one-year, full-time, daytime clinical training program at Edward Hines, Jr., Veterans Hospital or Northwestern Memorial Hospital. Upon successful completion of the clinical program, students receive a certificate in nuclear medicine technology from the hospital, a BS in allied health from the University, and eligibility to sit for ARRT (N) certification.
Admission to clinical training is at the discretion of the hospital. Students are not guaranteed admission. Students in clinical training are registered through Roosevelt University and pay Roosevelt University tuition. There is no additional tuition charge for the clinical portion of the program. Nuclear medicine technologists holding a certificate from an accredited program may be eligible for advanced standing and exemption from further clinical training. Contact the Department of Biological, Chemical, and Physical Sciences for details.

**Required courses in the concentration:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Biol 111 Human Biology</td>
<td>4</td>
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<tr>
<td>Biol 150 Science as a Way of Knowing</td>
<td>4</td>
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<tr>
<td>Biol 201 Organismic Biology</td>
<td>5</td>
</tr>
<tr>
<td>Biol 301 Cellular and Molecular Biology</td>
<td>5</td>
</tr>
<tr>
<td>Biol 115 Advanced Human Biology or Biol 367 Immunology</td>
<td>4 - 5</td>
</tr>
<tr>
<td>Chem 101 General Chemistry I</td>
<td>4</td>
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<tr>
<td>Chem 202 General Chemistry II</td>
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<td>Chem 211 Organic Chemistry I</td>
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<tr>
<td>Phys 201 Introductory Non-Calculus-Based Physics I</td>
<td>5</td>
</tr>
<tr>
<td>Phys 202 Introductory Non-Calculus-Based Physics II</td>
<td>5</td>
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<tr>
<td>*Clinical Courses</td>
<td>30</td>
</tr>
</tbody>
</table>

General education requirements, University Writing Requirement, electives to total 120

*Prereq: Satisfactory completion of preclinical course work and admission to clinical program.

**Clinical courses for nuclear medicine technology:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Alh 340 Management and Methods of Patient Care</td>
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<tr>
<td>Alh 341 Operational Issues in Radiation Therapy</td>
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<tr>
<td>Alh 342 Radiation Detection and Instrumentation</td>
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<tr>
<td>Alh 343 Computer Applications</td>
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<tr>
<td>Alh 344 Diagnostic Nuclear Imaging Practicum I</td>
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<tr>
<td>Alh 345 Radiation Safety and Protection</td>
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<tr>
<td>Alh 346 Radionuclide Chemistry and Radiopharmacy</td>
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<tr>
<td>Alh 347 Clinical Correlation</td>
<td></td>
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<tr>
<td>Alh 348 Diagnostic Nuclear Imaging Practicum II</td>
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<tr>
<td>Alh 349 Clinical Nuclear Imaging Procedures</td>
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<tr>
<td>Alh 350 Nuclear Physics</td>
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<tr>
<td>Alh 351 Technical Mathematics</td>
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<tr>
<td>Alh 395 Independent Study</td>
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</tbody>
</table>

*Prereq: Satisfactory completion of pre-clinical course work and admission to clinical program.

**Clinical courses for radiation therapy technology:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Alh 313 Management and Methods of Patient Care I</td>
<td></td>
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<tr>
<td>Alh 315 Management and Patient Care II</td>
<td></td>
</tr>
<tr>
<td>Alh 316 Pathology and Sectional Anatomy</td>
<td></td>
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<tr>
<td>Alh 317 Radiation Physics</td>
<td></td>
</tr>
</tbody>
</table>
Minor in Biology

Students may earn a minor in biology by successfully completing four biology courses and at least 15 semester hours in biology. For nonscience majors, recommended courses include Biol 111, 112, 115, 150, 242, 302, and 324. None of these courses has a chemistry prerequisite. For science majors and other students with the appropriate chemistry background, recommended courses include three courses from the biology core sequence Biol 150, 201, 202, and 301 and one additional biology course. Students who have transferred three or more biology courses may earn a minor in biology by completing at least two additional biology courses (at least one with laboratory) totaling at least eight semester hours at Roosevelt University. Students must complete all courses counted towards the biology minor with a grade of C- or higher, and a cumulative GPA of 2.0.

Certificates

In fulfilling the electives towards the biology degree, students may qualify to receive the certificate in biotechnology or chemical science. See the sections on biotechnology and chemistry in this catalog.

Biotechnology

Recombinant DNA technology has revolutionized the biotechnology industry leading to tremendous advances and opportunities in every field in biology. New discoveries in medicine have led to successful attempts to cure hereditary diseases and cancer through gene therapy and immunotherapy. In agriculture, biotechnology has led to a multitude of plants resistant to disease, drought, and targeted herbicides. In the environmental sciences, bioremediation by genetically altered bacteria is used to clean up polluted sites. Biotechnology is used in law enforcement for the identification of individuals through DNA fingerprinting. Biotechnological techniques are now fundamental to almost every area of basic research in the biological sciences.

Certificate in Biotechnology

This program is designed to provide students with extensive laboratory training in molecular biology, cell biology, microbiology, immunology, and biochemistry. A student holding a certificate may obtain employment in the biotechnology industry, pharmaceutical companies, university research laboratories, forensic laboratories, or medical research centers.

Biotechnology

The 15-semester-hour certificate is available as an option for undergraduate biology, chemistry, and environmental science majors and is appropriate for post-baccalaureate students who wish to enhance their professional skills or prepare for graduate study in medicine or related fields. The component courses are available for graduate credit to students with post-baccalaureate standing and may be used with consent towards partial fulfillment of the requirements for the MS in chemistry.

Prerequisites

To register for courses in the biotechnology certificate program, students must have successfully completed Biol 301 or the equivalent and Chem 211.

Requirements

All courses submitted for the certificate must be completed at Roosevelt University and passed with a grade of C- or higher, and a minimum cumulative GPA of 2.0 in all certificate courses. Students must successfully complete practical laboratory examinations in each course submitted for the certificate. Because of the rapid pace of technological change in this field, courses submitted for the certificate must have been completed within five calendar years prior to receiving the certificate. Students must choose three of the following five courses:

- Biol 335 Molecular Biology .................................................................5
- Biol 355 Biochemistry ........................................................................5
- Biol 358 Cell Biology .......................................................................5
- Biol 360 Microbiology ...................................................................5
- Biol 367 Immunology ....................................................................5

Scheduling and time-to-certificate

Courses in the certificate program may be taken one or two at a time so that the certificate may be completed in one or two academic years. Well prepared students who begin in the fall semester may receive a certificate at the end of the following spring semester. Classes are scheduled in the evenings or on weekends for the convenience of working students.

Chemistry

The chemistry program offers a Bachelor of Science degree that is approved by the American Chemical Society and a Bachelor of Arts degree. Graduation with the approved BS degree meets the eligibility requirements for membership in the American Chemical Society. Both programs provide sound training in the fundamental principles and the basic experimental techniques for the understanding of the interaction of matter.

The BS degree is appropriate for those students who will continue to study or work in chemistry or the natural sciences. The BA degree is a useful option for those students who wish a strong scientific background but who are considering taking a wider variety of courses or pursuing study or work in another area such as pharmacy, dentistry, medicine, veterinary medicine, government, business, environmental science, or law. Course requirements are different for each degree. Chemistry majors interested in teaching science in the high schools should meet with an advisor early in their program to plan an appropriate course sequence.
Chemistry majors with strong academic backgrounds are encouraged to apply to the Roosevelt Scholars Program.

Certificate
In fulfilling the electives toward the chemistry degree, students may qualify to receive the certificate in biotechnology. A certificate in chemical science is also available to science students in related fields who wish to obtain extensive training in chemistry but less than what is required for a degree. See the sections on biotechnology and chemical science in this catalog for details.

Regulations for degrees in chemistry
- Courses applying to the major must be taken on a letter grade basis.
- All courses applying to the chemistry major must be passed with a grade of C- or higher and a minimum cumulative GPA of 2.0.
- At least 25 semester hours of the required chemistry courses must be completed at Roosevelt University.
- Chemistry courses must be taken within eight years of graduation to be accepted for credit without examination.
- Undergraduate research with a faculty member is recommended for graduation.
- Entering students with a score of at least four on the AP chemistry placement examination will receive credit for Chem 101.

Requirements for a Major in Chemistry leading to a BS degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 231 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Math 232 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Phys 231 Introductory Calculus-Based Physics I</td>
<td>5</td>
</tr>
<tr>
<td>Phys 232 Introductory Calculus-Based Physics II</td>
<td>5</td>
</tr>
<tr>
<td>Chem 101 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chem 202 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 211 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chem 212 Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 237 Quantitative Environmental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Chem 321 Physical Chemistry - Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>Chem 322 Physical Chemistry - Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>or Chem 324 Physical Chemistry – Atomic and Molecular Spectroscopy</td>
<td>3</td>
</tr>
<tr>
<td>Chem 341 Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>One 300-level course in chemistry</td>
<td>3-5</td>
</tr>
<tr>
<td>One 300-level advanced laboratory course chosen from the list below</td>
<td>4</td>
</tr>
<tr>
<td>Chem 313 Advanced Organic Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>Chem 325 Physical Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>Chem 337 Instrumental Analysis</td>
<td></td>
</tr>
<tr>
<td>Chem 347 Advanced Inorganic Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>Chem 393 Chemistry Seminar</td>
<td>1</td>
</tr>
<tr>
<td>General education, University Writing Requirement, and electives to total</td>
<td>120</td>
</tr>
</tbody>
</table>

Minor in Chemistry
Students may earn a minor in chemistry by completing the courses listed below for a total of 20 semester hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 101 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chem 202 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 211 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chem 212 Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 237 Quantitative Environmental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>or Chem 313 Advanced Organic Chemistry Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

At least eight semester hours must be completed at Roosevelt University. Students who have transferred three or more equivalent courses may earn a minor in chemistry by completing at least two additional chemistry courses numbered 200 or above and totaling at least eight
semester hours at Roosevelt University. Students must complete all courses counted towards the chemistry minor with a grade of C- or higher.

**Computer Science, Information Technology, and Network Computing**

**Computer Science**
The Department of Computer Science and Telecommunications offers three majors and two certificate programs. Courses are also provided for computer literacy. All courses presented for the major and minor must be approved in accordance with approved curriculum check sheets and must be passed with a grade of C- or higher. Due to the rapidly changing nature of this field of study, computing courses taken more than eight years ago cannot be counted towards degree requirements. A double major in computer science and network computing is not offered because of the aligned nature of these two programs. For additional information, please view the department's website at http://cs.roosevelt.edu.

**Certificates in Computer Science and Network Computing**
These certificate programs are designed for those who want to gain enough knowledge quickly to immediately enhance their employment opportunities in the fast-growing information technology arena. A major advantage of this program is that courses earned in these certificates may be later applied towards a bachelor's degree.

The certificate in computer science consists of seven computer science courses plus one or two math prerequisites. The certificate in network computing consists of five network computing courses and one math prerequisite. See a computer science advisor for more details, including a list of the relevant courses.

**Major in Computer Science leading to a BA-IT degree**
This degree offers three optional concentrations. One of these concentrations will appear on a student's transcripts only if all of its requirements are met. If a particular concentration is not followed then at least five of the computer science electives must be at the 300 level.

The network applications concentration is designed for those seeking careers in the expanding information technology field who do not wish to follow the traditional computer science curriculum with its emphasis on mathematics and computing systems theory. These individuals often get jobs in emerging areas such as electronic commerce, web design, tech support, software training, and systems integration. They may also pursue careers in more established roles such as business analyst or applications programmer. A minor in mathematics or business is recommended for the network applications concentration.

The IT management concentration is intended for those who want to approach computing from the business applications perspective. These are knowledge workers who focus on how organizations can better utilize information technology rather than on the technology itself; therefore, a minor in business is recommended for this concentration.

**Computer Science, Information Technology, and Network Computing**

The database and data assurance concentration is designed to focus on data as an essential organizational resource. Students in this concentration study effective and efficient means of storing and manipulating data electronically. They typically attain jobs in database management, information security, or database administration. A minor in mathematics is recommended for this concentration.

At least 30 semester hours of credit must be taken at Roosevelt University, with at least 15 of these in the computer science major; at most 60 semester hours may be taken at the 100 level. At least 69 semester hours must be in non-computing courses. Students planning to pursue an MS in computer science should take Math 231, 245, and 300, as well as Cst 280 in their curriculum.

**Requirements for the information technology major leading to a BA degree**

**Common core courses:**
- Cst 150 Computer Science I .......................................................... 4
- Cst 250 Computer Science II ......................................................... 4
- Cst 333 Database Systems .......................................................... 3
- Cst 386 Information Retrieval ...................................................... 3
- Cst 270 Systems Analysis and Design or Cst 246 Data Communication 3
- Cst 365 Network Applications Development .................................. 3

**Network applications concentration**
- Cst 318 Introduction to UNIX ..................................................... 3
- Cst 345 OOP & the .NET Framework ........................................... 3
- Cst 367 Web Database Applications ............................................. 3
- Cst 376 Distributed Applications ................................................. 3
- Four Cst electives: two at the 300 level and two at the 200+ level ....... 12

**Network Infrastructure Concentration**
- Cst 352 Network Design ............................................................. 3
- Cst 354 Local Area Networks ...................................................... 3
- Cst 358 Advanced Network Design ............................................. 3
- Cst 359 Switching ................................................................. 3
- Cst 360 Implementing Secure Converged WANs ....................... 3
- Cst 361 Optimizing Converged WANs ........................................ 3
- One 300 level Cst elective ......................................................... 3

**IT management concentration**
- Cst 246 Data Communications .................................................. 3
- Cst 327 Software Project Management ....................................... 3
- Cst 370 Software Engineering ................................................... 3
- Five Cst electives: three at the 300 level and two at the 200+ level .... 15

**Database and data assurance concentration**
- Cst 246 Data Communications .................................................. 3
Minor in mathematics for the BA in information technology
Math 122 Precalculus............................................................................................3
Math 217 Probability and Statistics.................................................................3
Math 231 Calculus I .........................................................................................4
Math 245 Discrete Structures ..........................................................................3
One course in mathematics above Math 203 ..................................................3

Minor in business for the BA in information technology
Acct 210 Intro to Accounting I .................................................................3
Acct 211 Intro to Accounting II .................................................................3
Econ 101 Principles of Economics I ...........................................................3
Econ 102 Principles of Economics II ...........................................................3
Three 300-level business electives ............................................................9

Major in Computer Science leading to a BS-CS degree
This program follows the traditional computer science curriculum with its emphasis on mathematics and computing systems theory. It prepares students to pursue careers in highly technical areas such as systems programming and software engineering, or to go on to pursue graduate degrees in computer science or telecommunications.

A minimum of 30 semester hours must be taken at Roosevelt University, with at least 15 of these in the computer science major; at most 60 semester hours may be applied to the degree at the 100 level. At least 63 semester hours must be in non-computing courses. A minor in mathematics is required.

This degree has a specific natural science requirement. Students must take a sequence of two laboratory courses in natural science (e.g., Biol I, Biol II or Chem I, Chem II) and one additional course in natural science.

Requirements for the major in computer science leading to a BS degree
Cst 150 Computer Science I ...........................................................................4
Cst 250 Computer Science II .......................................................................4
Cst 333 Database Systems ...........................................................................3
Cst 337 Theory of Computation ..................................................................3
Cst 261 Computer Organization and Assemblers .......................................3
Cst 280 Computer Science III / Data Structures ........................................3
Cst 317 Operating Systems ........................................................................3
Cst 370 Software Engineering  
or 343 OOP with .Net ............................................................................3
Cst 372 Programming Languages ...............................................................3
Cst 386 Information Retrieval ......................................................................3

Cst 368 Internet Security ..............................................................................3
Cst 370 Software Engineering ....................................................................3
Five Cst electives: three at the 300 level and two at the 200+ level ..............12

Computer Science, Information Technology, and Network Computing

Cst 381 Artificial Intelligence  
or Cst 387 Advanced Data Structures .........................................................3
Cst 365 Network Applications Development  
or Cst 376 Distributed Applications .........................................................3
One 300-level Cst elective chosen from: 340, 351, 357, 366, 380 or 382 .......3

Minor in mathematics for the BS in computer science
Math 122 Precalculus........................................................................................3
Math 217 Probability and Statistics.................................................................3
Math 231 Calculus I .........................................................................................4
Math 232 Calculus II .......................................................................................4
Math 245 Discrete Structures ..........................................................................3
Math 300 Linear Algebra ...............................................................................3

Minor in computer science
Five courses in Cst are required, including CST 150 (Computer Science I), two CST electives at the 200 level or higher, and two CST electives at the 300 level. At least two of these must be taken at Roosevelt. All CST courses must be passed with a grade of C- or higher. Note: Some CST courses have mathematics prerequisites.

Cst 150 Computer Science I ...........................................................................4
Cst 263 Visual BASIC I ................................................................................3
Cst 270 Systems Analysis and Design ..........................................................3
Cst 333 Database Systems ...........................................................................3
One Cst elective at the 300 level.................................................................3

Network Computing
The use of computers and digital voice and data communications are revolutionizing the way people and businesses work. Advanced information technologies are changing people's personal lives as well in areas ranging from banking to shopping and entertainment. Network computing technologies lie at the heart of many of these amazing changes. Businesses are now in need of workers who can develop and manage these new technologies—people with open minds, who can quickly learn abstract new concepts and skills.

Major in Network Computing leading to a BS degree
This program incorporates the required elements of computer science and telecommunications to create a complete and comprehensive program in network computing. Additionally, network computing students can use computer science courses to complete their required set of electives. The BS in network computing prepares individuals to pursue careers in highly technical areas such as systems programming, network design and support, and network engineering. This degree offers two optional concentrations: distributed systems/security and network infrastructure. One of these concentrations will appear on a student's transcript only if all of its requirements are met. If a particular concentration is not followed then at least three of the computer science electives must be at the 300 level.
All courses in the major and minor must be completed with a grade of C- or higher. A minimum of 30 semester hours must be taken at Roosevelt University, with at least 15 of these in the major; at most 60 semester hours at the 100 level may be counted towards the degree. At least 63 semester hours must be in non-computing courses.

**Requirements for the major in network computing leading to a BS-NC degree**

**Common core courses:**
- Cst 150 Computer Science I ................................................................. 4
- Cst 250 Computer Science II ............................................................... 4
- Cst 246 Data Communications ............................................................ 3
- Cst 318 Intro to UNIX ........................................................................... 3
- Cst 333 Database Systems ................................................................. 3
- Cst 346 Advanced Data Communications ........................................ 3
- Cst 354 Local Area Networks ............................................................. 3
- Cst 352 Network Design ..................................................................... 3
- Cst 365 Network Applications Development ..................................... 3
- Cst 368 Internet Security ................................................................. 3
- Cst 376 Distributed Applications ....................................................... 3
- Cst 386 Information Retrieval .......................................................... 3

**Minor in mathematics for the BS in network computing (optional)**
- Math 122 Precalculus ........................................................................ 3
- Math 231 Calculus I ............................................................................ 4
- Math 245 Discrete Structures ............................................................ 3
- One mathematics elective at a level higher than 203 (besides 217) .... 3

**Minor in business for the BS in network computing (optional)**
- Econ 101 Principles of Economics I .................................................. 3
- Econ 102 Principles of Economics II ................................................ 3
- Acct 210 Intro to Accounting I .......................................................... 3
- Acct 211 Intro to Accounting II .......................................................... 3
- Three 300-level business electives .................................................. 9

**Minor in network computing**
Five courses in CST are required for a minor in network computing. In addition, any mathematics prerequisites for these courses, such as Math 121, must be taken as part of the student's undergraduate degree program. All five of these courses must be passed with a grade of C- or higher. At least two courses must be taken at Roosevelt University.

- Cst 150 Computer Science I ................................................................. 4
- Cst 246 Data Communications ............................................................ 3
- Cst 318 Intro to UNIX ........................................................................... 3

**Electives:**
Four economics courses, at least one at the 300 level ....................... 12

All economics majors must obtain approval of course selections in consultation with economics advisors. In addition to four electives in economics, majors are encouraged to select elective courses from such related fields as business administration, history, mathematics, philosophy, political science, psychology, and sociology. Majors intending to pursue graduate studies in economics are urged to take Econ 346 and obtain adequate preparation in mathematics and statistics. Many courses are taught on a rotating basis. Students should consult an economics advisor and develop a long range plan of study.

Students desiring to graduate With Distinction in economics must complete a minimum of 36 semester hours in economics with a grade point average of at least 3.5. The 36 semester hours must include the seven core courses, and a sequence of five additional courses approved by an economics advisor. These five courses constitute a concentration within economics; for example, economic theory, quantitative economics, or labor economics.

**Economics**

Economics at Roosevelt University prepares students to analyze economic phenomena in fresh and innovative ways. Students receive a broad-based view of contemporary economics with special emphasis on nontraditional approaches to theory and policy. Students are challenged to be critical of existing institutions and seek new solutions to problems of economic justice, poverty, and inequality. Economics graduates typically pursue careers in business, public service, law, teaching, and research.

**Major in Economics Leading to a BA Degree**
Majors must complete a minimum of eleven courses in economics with grades of C- or higher. At least 12 semester hours in economics must be completed at Roosevelt University. Math 110 or higher is a prerequisite for Econ 234. Admission to Econ 390 is limited to economics majors who have completed five core courses. Because this seminar is not offered every semester, students are advised to plan their programs carefully.

**Core courses:**
- Econ 101 Principles of Economics I .................................................. 3
- Econ 102 Principles of Economics II ................................................ 3
- Econ 210 Money and Banking ............................................................ 3
- Econ 234 Elementary Statistics ....................................................... 3
- Econ 321 Income and Employment Theory .................................... 3
- Econ 323 Price Theory ................................................................... 3
- Econ 390 Economic Theory and Policy Seminar .......................... 3

**Electives:**
Four economics courses, at least one at the 300 level ........................ 12

All economics majors must obtain approval of course selections in consultation with economics advisors. In addition to four electives in economics, majors are encouraged to select elective courses from such related fields as business administration, history, mathematics, philosophy, political science, psychology, and sociology. Majors intending to pursue graduate studies in economics are urged to take Econ 346 and obtain adequate preparation in mathematics and statistics. Many courses are taught on a rotating basis. Students should consult an economics advisor and develop a long range plan of study.

Students desiring to graduate With Distinction in economics must complete a minimum of 36 semester hours in economics with a grade point average of at least 3.5. The 36 semester hours must include the seven core courses, and a sequence of five additional courses approved by an economics advisor. These five courses constitute a concentration within economics; for example, economic theory, quantitative economics, or labor economics.
Minor in Economics
The requirements for the minor in economics are six economics courses, at least two of which must be taken at Roosevelt.

- Econ 101 Principles of Economics I ......................................................... 3
- Econ 102 Principles of Economics II ........................................................... 3
- Econ 321 Income and Employment Theory
  or 323 Price Theory ................................................................................. 3
Three economic electives, at least one at the 300 level ........................................ 9

English
Students who major in English will undertake a course of study designed to develop knowledge in literary trends, themes, and genres as well as skills in critical interpretation and written communication. In advanced courses, students will investigate the structure, style, intellectual content, historical significance, and cultural context of the literature produced in Great Britain and the United States as well as Anglophone literature from around the world. This extensive textual study will foster appreciation of diverse cultural values and of the means by which culture is transmitted through language.

The English faculty has designed the curriculum in the firm belief that acquiring this knowledge and these skills is not only rewarding in itself but also valuable to students with a variety of goals, such as pursuing graduate degrees in English literature and language; teaching English in secondary schools; entering professional schools in such areas as law, medicine, technology, or business; working in any field for which cultural awareness and strong analytical, interpretive, research, and writing skills are desired. Students majoring in other disciplines may choose to minor in English. Although not as extensive as the major curriculum, the minor will also develop cultural knowledge and critical communication skills that complement a student’s work in any of the other academic majors in the University.

Major in English Literature leading to a BA degree
The major consists of twelve courses in English literature, six core courses and six electives. Four of the core courses, Eng 210, 211, 212, 213, have no prerequisites and may be taken by freshmen; however, students whose Roosevelt University Assessment scores indicate a need for basic skills work in reading and writing may have difficulty meeting the demands of the core courses. Students must maintain a 2.5 average in courses applied to the major; composition courses do not count. Transfer students must complete at least 15 semester hours in 300-level English courses at Roosevelt.

Electives should be chosen in close consultation with an advisor, who will recommend that students take courses that include materials from at least three of the following four areas: poetry, fiction, drama, and nonfiction prose. For students whose expository writing would profit from additional practice, an advisor may also strongly recommend or require English 222. Students planning a career in secondary education should seriously consider the internship courses in teaching composition or literature.

Requirements for a major in English Literature leading to a BA degree

- Eng 210 British Literature to 1789 ........................................................... 3
- Eng 211 British Literature 1789 to present ............................................. 3
- Eng 212 American Literature to 1865 ...................................................... 3
- Eng 213 American Literature 1865 to present ......................................... 3
- Eng 220 Introduction to Literary Analysis .................................................. 3
- Eng 221 Text and Contexts ......................................................................... 3
- Six electives in English literature, five at the 300 level................................. 18

Major in English Leading to a BA Degree
Concentration in Creative Writing
Students interested in this specialty must complete 12 semester hours of English elective credit in the creative writing program. Eng 253 is required; of the remaining three courses, at least two must be workshops in the writing of fiction, poetry, play writing, screen writing, or creative nonfiction. Students may elect to take a course in a significant project approved by a creative writing faculty member, an editing internship with the program’s literary magazine, or a public-service writing internship.

Minor in English
To qualify for the minor, students must complete four of the six courses in the core curriculum and two 300-level electives. Upon completion of Eng 220, students may elect any of the 300-level courses.

- Eng 220 Introduction to Literary Analysis .................................................. 3
- Eng 221 Texts and Contexts ......................................................................... 3
- Eng 210 or 211 ......................................................................................... 3
- Eng 212 or 213 ......................................................................................... 3
- Two 300-level English electives ................................................................. 6

Environmental Science
Minor in Environmental Science
At Roosevelt University, students pursuing sciences degrees in chemistry or biology may take a minor sequence of courses in environmental science in order to prepare themselves to address growing concerns over the relationship of humans to their environment.

The minor is appropriate for individuals who wish to enhance their career prospects in government agencies such as OSHA or EPA, or in similar positions in nonprofit organizations and industries that work in managing environmental change. In the freshman year, students start with Geog 102 Physical Geography II that emphasizes a physically-based approach to understanding cause and effect relationships of land/water interactions and associated impacts on the biosphere. In the second year, students may take either Biol 202 Ecology, Evolution, and Genetics or Chem 237 Quantitative Environmental Analysis. Students must take at least one field sampling course, either one semester hour sampling lab with Chem 237 or two semester hours field laboratory with Biol 315. In the third year, environmental minor students take Geog/
Envs 314 Introduction to Geographic Information Systems (GIS) and an ecosystems course. Each summer, ecosystem/science courses are offered that focus on an environmental topics and include discussion of local environmental issues and applied field experiences. In the final year, students select an advanced elective from the list below. An internship with a government or private agency in environmental science can also be arranged.

Students are also encouraged to participate in off-campus field or laboratory programs. Student may simultaneously fulfill the requirements of the GIS certificate course by choosing advanced GIS and GIS capstone courses as their advanced electives while completing the environmental minor sequence.

Students earn a minor in environmental science by completing a total of at least 15 semester hours as follows:

- Geog 102 Physical Geography II ................................................................. 3
- Biol 202 Ecology, Evolution, and Genetics
  or Chem 237 Quantitative Environmental Analysis
  or Quantitative Environmental Analysis Sampling Laboratory................. 4
- Envs/Geog 314 Introduction to GIS ............................................................. 3
- One ecosystem course chosen from the list below................................... 2-3
  - Biol 315 Ecology Laboratory
  - Biol/Envs 325 Tropical Marine Biology
  - Biol/Envs 330 Wetlands Delineation
  - Biol/Envs 332 Ecology of Tallgrass Prairies
  - Biol/Envs 333 National Parks Field Experience
  - Biol/Envs 335 Great Lakes
- One or more of the advanced courses listed below................................. 3-5
  - Biol 315 Ecology with Field Laboratory .............................................. 5
  - Biol 360 Microbiology ................................................................. 5
  - Chem 337 Instrumental Analysis ............................................................ 4
  - Envs/Geog 316 Advanced GIS .............................................................. 3
  - Envs/Geog 380 GIS Capstone Project ..................................................... 3
  - Envs 391 GIS/Environmental Internship ............................................. 3

Students who have transferred three or more equivalent courses may earn a minor in environmental science by completing at least two additional required courses at Roosevelt University. Students must complete all courses counted towards the environmental science minor with a grade of C- or higher.

**Regulations**

- Students must satisfactorily complete at least 15 semester hours in acceptable biology or chemistry or geography or environmental science courses at Roosevelt University.
- Courses used for the minor may not be counted towards the major.
- Students must meet the University minimum enrollment requirement of
- 30 semester hours in the junior and senior year. Off-site internships do not count toward this requirement.
- Only courses passed with a letter grade of C- or higher may be counted toward the major.
- With the exception of the internship Envs 391, courses applying to the major must be taken on a letter grade basis. The internship may be taken on a pass/fail basis (see policies applying to the pass/fail option in this catalog).
- Because internships require outside placement, students must consult with an advisor at least six months in advance of target placement dates. Students become eligible for internship placement after at least one semester of enrollment and satisfactory completion of 15 semester hours in the major.
- Internships may be paid or unpaid and must include 200 hours of onsite work. Ordinarily a student's routine work will not be deemed to constitute an internship. This does not preclude internships carried out under the auspices of a student's employer (or by a student self-employed in the environmental field), if such internships conform to departmental guidelines.

**French**

*(See Languages)*

**Geography**

The geography curriculum exposes students to a range of disciplines and provides a basis for careers dealing with the crucial problems facing both the world of today and the world of tomorrow. Accelerating population growth, environmental pollution, dwindling resources, and new multinational systems are creating demands for professionals sensitive to the political, economic, and physical geography of this planet. A background in geography provides opportunities in such diverse fields as urban environmental management and planning, government administration, earth sciences, international studies, geographical information systems, and world economics.

**Certificate in Geographic Information Systems (GIS)**

Geographic Information Systems (GIS) are computer-based systems that accommodate virtually any type of information about features that are referenced by geographical location. For example, GIS is used to model population growth and distribution, urban development, transportation expansion, manufacturing location, emergency response planning, and environmental impacts.

The use of GIS in government agencies, municipalities, private businesses, and nonprofit organizations has grown dramatically in recent years. People with the skill to use GIS are in demand across a broad range of professions in environmental science, geology, biology, engineering, city and regional planning, marketing, telecommunications, and other industries. Roosevelt's GIS certificate is designed to provide students with the knowledge and skills they need for immediate success in GIS-related research and employment.
Five courses are required to earn the GIS certificate. Three of the courses are required; two are electives selected from the list below. Students must also develop a GIS project portfolio while completing these courses.

**Required courses:**
- Geog/Envs 314 Introduction to Geographic Information Systems 3
- Geog/Envs 316 Advanced Geospatial Information Systems 3
- Geog/Envs 380 GIS Workshop/Seminar 3

**Electives:**
- BADM 360 Survey of International Business 3
- BIOL 315 Ecology 3
- BIOL 330 Wetlands Delineation 3
- BIOL 332 Ecology of Tallgrass Prairies 3
- BIOL 335 Great Lakes 3
- BIOL 361 Information Technology for the Sciences 3
- CHEM 373 Environmental Chemistry 3
- CST 263 Visual BASIC Programming I 3
- CST 290 Telecommunication Systems 3
- CST 333 Database Systems 3
- CST 365 Network Applications Development 3
- CST 367 Web Database Applications 3
- ECON 322 Environmental Economics 3
- ECON 352 Urban Economic Development 3
- FIN 350 Risk Management 3
- GEOG 305 Urban Geography 3
- GEOG 321 Climatology 3
- GEOG 344 Weather Resource Management 3
- GEOG 350 Problems of the Urban Environment 3
- GEOG 205 Environmental Geology 3
- MKTG 344 Marketing Strategy and Planning 3
- SOC 331 Criminology 3
- SOC 345 The Study of Population 3
- SOC 349 Environmental Sociology 3

**Minor in Geography/Geographic Information Systems (GIS)**
Students may earn a minor in geography by completing five geography, geology, or GIS courses or closely related environmental courses to total at least 15 semester hours. Students who have transferred three or more geography or geology courses may earn a minor in geography by completing at least two geography courses at Roosevelt University. Students must complete all courses counted towards the geography minor with a grade of C- or higher.

**German**
(See Languages)

**History**
Marcus Cicero observed that history “illuminates reality, vitalizes memory, provides guidance in daily life and brings us the tidings of antiquity.” Historical knowledge is fundamental to an appreciation of humanity’s common bonds as well as its distinctive tapestries. An understanding of history illustrates how past values and experiences inform today’s world. This understanding helps people forge a sense of identity and create blueprints from which to construct a community. Perhaps most significantly, an awareness of the past fosters an informed citizenry capable of building and sustaining democratic traditions. In addition to becoming more informed citizens, students who study history develop a set of critical skills that prepare them to enter any number of positions requiring research, writing, and analysis. As a major or a minor, this discipline serves as a foundation for those anticipating careers in teaching, journalism, law, geography, international relations, library science, the arts, policy analysis, museum work, and archival management.

The program focuses on history from a local and national as well as a global perspective and offers undergraduate sequences in the fields of European, African, World, African American, and United States history, with individual courses in other fields. A helpful pamphlet, “For Students Who are Majoring in History,” may be obtained from the Department of History, Art History, and Philosophy or online at www.roosevelt.edu/history. Students in the history program may also take advantage of the resources of the University’s Center for New Deal Studies and the St. Clair Drake Center for African American Studies.

**Major in History leading to a BA degree**
The major requires eleven courses in history with no grade lower than C. At least 15 semester hours must be taken at Roosevelt; at least 12 of these semester hours must be at the 300 level. Students are required to write three term papers at the 300 level that are approved by the faculty and placed in the student’s graduation file. History has no foreign language requirement, but students intending to do graduate study in history or whose interest is in the study of a foreign culture are strongly advised to take at least two years of a foreign language. Transfer students may substitute a Western civilization survey for Hist 111 and 112.

- HIST 106 US History to 1865 3
- HIST 107 US History since 1865 3
- HIST 111 The World to 1500 3
- HIST 112 The World Since 1500 3
- HIST 280, 281, or 282 Topics in Historiography and Methodology 3
- Six history electives, at least four at the 300 level 18
Minor in History
The minor requires six courses in history, including two courses chosen from: History 106, 107, 111, 112, and four upper-level courses, at least two of which must be at the 300 level. Students must earn a grade of C- or higher in each course. At least two courses must be taken at Roosevelt University.

International Studies
The International Studies Program is integral to Roosevelt’s mission of educating globally conscious and engaged citizens. The interdisciplinary curriculum provides students with international perspectives that are essential to excel in any career today, whether in law, teaching, foreign service, or business. Through coursework in Political Science, History, Economics, and Anthropology students master theoretical perspectives, develop analytical skills, and gain the empirical expertise necessary for understanding an increasingly complex world. In addition to acquiring knowledge of the history and current workings of the world system, students should gain comprehensive familiarity with at least one foreign country or world region.

Major in International Studies leading to a BA degree
Students who major in international studies must complete twelve courses (36 credit hours) in the program, each with a grade of C or higher. This includes a set of five core courses and seven electives. Electives must be drawn from more than one discipline and at least one must be a course that focuses on a country or region outside of the United States (Group B in list below). In addition, students must demonstrate intermediate level skill in a foreign language, by completing a 200-level course sequence or by passing an examination. At least five courses in international studies must be taken at Roosevelt University.

Each student should consult the program coordinator before registration each semester to assure that requirements are met and that the electives constitute a coherent program that is tailored to the student’s interests. Students who wish to pursue specialized topics may do so by independent study; however, no independent study may be undertaken until the core sequence has been completed. Each independent study course must have the approval of the program coordinator. Only one independent study course may be taken for credit in the major.

Students are strongly encouraged to undertake study abroad. Roosevelt’s Office of International Programs will assist students in selecting and applying for study abroad programs. The program coordinator will assist in selecting courses once the student has been admitted to a program. Students may also deepen their learning and gain valuable work experience through internships with an agency or organization that deals with international issues and populations. Stipulations for internships are the same as for independent study.

Core courses:
- Anth 240 Cross-Cultural Anthropology .......................................................... 3
- Econ 214 Economics of Globalization ............................................................ 3
- Pos 201 Introduction to International Relations ......................................... 3
- Hist 306 The World Since 1945 or Hist 305 Modern Imperialism ............. 3

Elective courses:
Seven electives drawn from the courses listed below, including at least one from Group B

Group A: Courses Dealing with the International System
- Anth 314 Globalization, Society, and Culture ............................................... 3
- Econ 333 Comparative Economic Systems .................................................. 3
- Econ 374 The Economics of Development and Underdevelopment ........... 3
- Econ 376 International Trade, Multinational Corporations, and the Question of Imperialism ................................................................. 3
- Econ 377 International Finance and Balance of Payments .......................... 3
- Hist 112 The World Since 1500 ................................................................. 3
- Hist 305 Modern Imperialism ..................................................................... 3
- Hist 306 The World Since 1945 ................................................................. 3
- Hist 325 Diplomatic History of the United States ........................................ 3
- Hist 335 History of Nationalism ................................................................. 3
- Hist 346 History of World War II ............................................................... 3
- Hist 348 World Religions ........................................................................... 3
- Pos 203 Introduction to Political Science .................................................... 3
- Pos 302 Problems of US Foreign Policy ..................................................... 3
- Pos 303 Democracy Around the World ..................................................... 3
- Pos 304 Great Power Politics .................................................................... 3
- Pos 306 Political Development and Developing Nations .......................... 3
- Pos 311 Regional Diplomacy ..................................................................... 3
- Pos 338 Internship in Politics and Law ...................................................... 3
- Pos 327 Sexuality, Gender, and International Human Rights ..................... 3
- Pos 339 Political Violence and Terrorism .................................................. 3
- Pos 346 Theories of World Politics ............................................................ 3
- Pos 356 Elections Around the World .......................................................... 3
- Pos 357 Global Environmental Politics ..................................................... 3
- Pos 380 International Law: Human Rights ................................................ 3
- Pos 387 International Law: Organization .................................................. 3
- Pos 388 War and Peace ............................................................................ 3

Group B: Area and Regional Studies
- Anth 311 Culture and Politics in Latin America ......................................... 3
- Hist 240 Introduction to African History, Culture, and Traditions .......... 3
- Hist 241 Africa Under European Domination .......................................... 3
- Hist 260 Ethnicity in North American Cities ............................................ 3
- Hist 309 19th-Century Europe .................................................................. 3
- Hist 310 Europe from Absolutism to Revolution ..................................... 3
The Department of Communication recommends a minor of at least 15 semester hours in a program such as political science, psychology, English, sociology, economics, or history.

Core courses:
- Jour 219 Essential Media Skills
- Jour 220 Media Writing
- Jour 305 News Broadcasting
- Jour 319 News Reporting
- Jour 363 Law and Ethics
- Jour 389 New Media and Technology
- Jour 390 Special Topics: Journalism Today
- Jour 392 Convergence Newsroom (capstone)
- Jour 399 Internship

Electives:
- Two courses at the 200 or 300 level in journalism (may be an area of concentration).
- Jour 201 may not be used as one of the two electives

Writing/Reporting:
- Jour 322 Feature Writing
- Jour 352 Editorial and Column Writing
- or other reporting courses as available

Magazine:
- Jour 355 Magazine Writing
- Jour 357 Magazine Production

Visual Media:
- Jour 325 Photography: From Chemical to Digital
- Jour 328 Digital Photography
- or photography courses as available
- or production courses as available

Editing:
- Jour 350 Editing
- Jour 354 Publication Design

Minor in Journalism

The requirement for a minor in journalism is all required courses except Jour 399 Internship.
Major in Integrated Marketing Communications leading to a BA

Students majoring in integrated marketing communications have the option to choose one of three concentrations—public relations, advertising management, or advertising creative—or instead follow a general IMC curriculum, without a concentration.

In order to begin an IMC major, all students must complete Jour 201 or its equivalent with a grade of C- or higher. For students entering the program Fall 2008 (or later), this major will require 12 courses, eight of which are core requirements and four of which are electives, for a total of 36 hours.

Those students wishing to pursue a concentration in public relations, advertising management, or advertising creative will be required to take two specified elective courses for their concentration. Transfer students must complete at least eight of their IMC courses at Roosevelt. No more than 40 total hours may be taken in the major, including both Journalism and IMC courses. All students must maintain a grade point average of B- or higher in their major.

Core Requirements:

IMC 202 IMC Principles and Best Practices .........................................................3
IMC 220 Media Writing .........................................................................................3
IMC 240 Communication Research .....................................................................3
IMC 302 Fundamentals of Public Relations .........................................................3
IMC 303 Fundamentals of Advertising .................................................................3
IMC 363 Law and Ethics ......................................................................................3
IMC 399 Internship .............................................................................................3
IMC 347 IMC Campaigns ....................................................................................3

Specified Electives for Concentrations:

Public Relations:

IMC 340 Media Relations
IMC 343 Reputation Management

Advertising Management:

IMC 344 Brand Management
IMC 345 Advertising Media

Advertising Creative:

IMC 349 Portfolio I
IMC 350 Portfolio II

Minor in Integrated Marketing Communications

To earn a minor in Integrated Marketing Communications, students must complete seven core requirements, all core courses except for IMC 399 (Internship).

Communications

The major in communications with concentrations in professional communications or media studies can be completed at both the Chicago and Schaumburg campuses. The professional communications concentration is geared toward those who currently work in business or plan careers in business and want to broadly develop their communication skills. The media studies concentration is for those interested in exploring the media and their effects and influences in society, politics, and culture.

Major in Communications leading to a BA degree

Concentration in Professional Communications

Students concentrating in professional communications take 12 courses in communications, eight of which are core courses and four of which are electives. Transfer students must complete at least eight of these courses at Roosevelt. All courses in the major must be passed with a grade of C- or higher.

Core courses:

Jour 201 Communication in the Information Age .................................................3
Spch 201 Persuasive Speaking or Spch 204 Interpersonal Communication ..........3
Jour 240 Communications Research ..................................................................3
Jour 243 Visual Communication and Technology ..............................................3
Bcom 301 Business Communications ................................................................3
Spch 345 Crosscultural Communications .........................................................3
Spch 353 Business and Professional Speaking ..................................................3
Jour 389 New Media and Technology ................................................................3

Electives:

Four electives in journalism or speech at the 200 or 300 level.

Jour 201 may not be used as one of the four electives ................................. 12

Major in Communications leading to a BA degree

Concentration in media studies

Students concentrating in media studies take 12 courses in communications, eight of which are core courses and four of which are electives. Transfer students must complete at least eight of these courses at Roosevelt. All courses in the major must be passed with a grade of C- or higher.

Core courses:

Jour 201 Communication in the Information Age .................................................3
Jour 240 Communications Research ..................................................................3
Jour 243 Visual Communication and Technology ..............................................3
Jour 342 Politics and Media ..............................................................................3
Spch 345 Crosscultural Communications .........................................................3
Jour 351 Public Opinion and Propaganda .........................................................3
**Legal Studies**

Roosevelt University offers legal studies programs for both undergraduate and graduate students. Undergraduates may pursue combined BA/JD or BS/JD programs with The John Marshall Law School. In addition, a legal studies minor may be elected by students preparing for law school. Graduate students may pursue programs combining degrees in political science or public administration with the JD degree at John Marshall. See the graduate catalog for descriptions of these programs.

**Combined BA/JD and BS/JD Program**

The combined Bachelor of Arts/Juris Doctor or Bachelor of Science/Juris Doctor program makes it possible for students to begin their law degree at The John Marshall Law School after completing 90 credit hours toward the bachelor’s degree rather than the usual 120 hours. This difference means a student may complete both degrees after six years of full-time study instead of seven years. In order to be eligible for this program, students must meet the following criteria:

- At least 60 credit hours must be taken at Roosevelt University; no more than 30 credit hours transferred from another institution.
- All University core requirements (including distribution requirements) must be completed prior to reaching the 90-credit-hour level.
- A major must be chosen from among those offered by the College of Arts and Sciences: requirements must be completed prior to reaching 90 credit hours.
- Students must complete the legal studies minor prior to reaching the 90-credit-hour level.
- Prior to having reached the 90-credit-hour level, students must take the LSAT and achieve the minimal score necessary for admission to John Marshall Law School, which is determined annually.

Once students have completed the above requirements and are admitted to John Marshall Law School, they must take the required first year law school curriculum. The first year courses taken at John Marshall will be cross-credited and applied towards completion of the remaining 30 credit hours of the bachelor’s degree at Roosevelt.

This program does not guarantee admission to John Marshall Law School, but it does allow participating Roosevelt students to apply for the JD program a year sooner than other students and, thus, make it possible for them to eliminate a year from the time that it normally takes to complete both degrees separately. Students participating in the combined BA/JD or BS/JD
program must take the LSAT and apply separately to John Marshall Law School in the same way as other prospective law students.

**Minor in Legal Studies**

Undergraduate students at Roosevelt University may pursue a minor in legal studies. This minor is designed to help students appreciate the larger social environment within which law is found, as well as to help them prepare for a professional career in law, politics, business, administration, and consulting, or an academic career in legal studies. Any student who plans to go to law school should consider the minor in legal studies; it is not only for students in the combined degree programs. The courses of the minor are divided into legal ideas and legal skills categories. Students who wish to complete this minor must take 18 semester hours from courses listed below. All courses in the minor must be completed with a grade of C or higher. At least 12 semester hours must be taken at Roosevelt University.

**Courses in legal ideas:**
- Phil 329 Philosophy of Law
- Pos 374 Constitutional Law: Principles and Comparative Traditions
- Pos 375 Constitutional Law: American Jurisprudence

**Courses in legal skills:**
- Eng 222 Writing About Ideas
- Eng 302 Professional Writing
- or Bcom 301 Business Communications
- Phil 209 Critical Reasoning or Phil 210 Logic

**Liberal Studies**

Liberal Studies offers a program of interdisciplinary courses that are used to fulfill general education requirements in the College of Arts and Sciences, the College of Education, the Walter E. Heller College of Business Administration, and some degree programs in the Evelyn T. Stone University College. The BGS and BPS degrees and degree programs in the Chicago College of Performing Arts have different general education requirements. Students should consult an advisor about the specific requirements of their own degree program. There are three types of courses in liberal studies: Great Ideas courses, Roosevelt University Signature courses, and Writing Social Justice courses.

**Great Ideas** is a two-semester sequence required of students who enter Roosevelt University as freshmen. Students in Great Ideas read a selection of classic writings that illustrate a theme in intellectual history. Readings in the course are taken from great literary works of the past and present. They may be plays, dialogues, essays, novels, poetry, or other literary genres. Great Ideas courses carry 100-level numbers in liberal studies. Students who wish to enroll in either Great Ideas I or II must be concurrently enrolled in English 101 or have completed it. ELP students and those who need or are enrolled in English 099 and 100 are not eligible to take Great Ideas.

**Roosevelt Signature Courses** present an opportunity for the study of diverse urban and metropolitan issues as part of the Roosevelt University institutional signature. All students must take this course except those who transfer in 90 semester hours or more. Courses are offered in several fields in the humanities and social sciences. New courses are often added; check the Class Schedule for each semester. Students are required to take one such course after completing the University Writing Requirement and between 30 and 90 semester hours of credit. Students may choose any 200-level course in liberal studies, except Libs 201.

**Writing Social Justice** courses provide advanced writing instruction for students who have completed the University Writing Requirement. Working with nonfiction texts that investigate current social justice problems, students in Libs 201 will explore the University's social justice mission by developing and drafting research projects on a social justice topic of each student's choice.

**Mathematics**

Mathematics is an essential tool for developing theory and research in a broad range of quantitative fields. The study of mathematics provides training in disciplined thought and analysis. Students learn to apply the ideas of mathematics to other fields of knowledge and to communicate mathematics effectively. The programs of study leading to the bachelor's degrees prepare graduates for a variety of professions as well as for continuing study at the graduate level.

All students who plan to major or minor in mathematics must see a math advisor before registering. Some students may need prerequisite courses. Advanced placement in mathematics is possible for well-prepared students. All prerequisite courses and all courses presented for the major and the minor must be completed with grades of C- or higher. Courses taken as pass/fail will be given a pass only for work at or above the C level. The average grade for all courses taken in mathematics must be C- or higher. Repeated courses in the major or minor require specific approval.

**Major in Mathematics leading to a BA or BS degree**

All credit must be approved by the mathematics faculty to be applied toward the major. At least four of the courses beyond Math 233 must be completed at Roosevelt University. Once a student begins taking math classes at Roosevelt, any additional courses taken outside of teh university must get pre-approval in writing from the department chair in order to apply them to the math major. Requirements for a major in mathematics leading to the BA or BS degrees consist of the core and elective courses listed below.

- Math 231 Calculus I ................................................................. 4
- Math 232 Calculus II .............................................................. 4
- Math 233 Calculus III .......................................................... 3
- Math 290 Mathematical Reasoning ....................................... 3
- Math 300 Linear Algebra ..................................................... 3
- Math 352 Analysis ................................................................. 3
- Cst 150 Computer Science I ............................................... 4
- Four electives above 233 including at least two at the 300 level ........... 12
Concentration in statistics

The concentration in statistics prepares graduates for diverse and vital areas that may include medical research, drug testing, environmental risk assessment, quality assurance, economic forecasting, and the exploration of space. Students choosing this concentration must complete the 24 semester hour core requirements listed above. Five additional courses are required as follows:

- Math 347 Probability and Statistics I ................................................. 3
- Math 348 Probability and Statistics II ................................................ 3
- Math 349 Regression and Time Series.................................................. 3
- Two electives chosen from the following list ......................................... 6
  - Math 238 Applied Statistical Methods
  - Math 280 Mathematical Modeling
  - Math 357 ANOVA and Experimental Design
  - Math 376 Loss Models
  - Math 377 Survival Models
  - Math 388 Special Topics in Statistics

In addition, a minor in a discipline that uses statistics is required. Approved minor areas for the BA degree are biology, chemistry, computer science, economics, environmental sciences, physics, psychology, and sociology. Approved areas for the BS degree are biology, chemistry, computer science, physics, and psychology.

Secondary education

Secondary Education students must meet the Illinois certification requirements and should meet with an advisor from the College of Education. Students who are seeking certification to teach high school mathematics have the same 24-hour core requirements as a mathematics major listed above. Five additional courses are required as follows:

- Math 217 or Math 347 Probability and Statistics ................................ 3
- Math 280 Mathematical Modeling or an approved modeling course ........ 3
- Math 316 History of Mathematics ......................................................... 3
- Math 317 Geometry ............................................................................. 3
- Math 318 Number Theory or Math 320 Introduction to Abstract Algebra .... 3

Minor in Mathematics

The requirements for a minor in mathematics are five mathematics courses, at least four of which are at the 200 level or higher and must include Math 231. All five courses must be passed with a C- or higher, and at least three must be completed at Roosevelt. Students with at least one year of high school calculus credit may substitute a course approved by the mathematics faculty for Math 231.

Minor in Statistics

The requirements for a minor in statistics are five mathematics courses which must be passed with grades of C- or higher. At least three of the courses must be completed at Roosevelt.

Mathematics

University. Students with at least one year of high school calculus may substitute a course approved by the mathematics faculty for Math 231.

- Math 231 .............................................................................................................. 4
- Along with four courses chosen from the following:
  - Math 217 Intro to Probs and Stats; Math 238 Applied Statistics; Math 280 Mathematical Modeling; Math 347 Prob Stats I; Math 348 Prob Stats II; Math 357 ANOVA & Experimental Design; Math 376 Loss Models; Math 377 Survival Models; Math 388 Special Topics in Statistics ......................................................... 12

Elementary courses

All entering students are assessed for placement in their first mathematics course. Depending on the assessment of their skills, students entering with less than one year of high school algebra should expect to begin with Math 099; those entering with less than two and one-half years of high school algebra and/or geometry should expect to begin with Math 100. Well-prepared students (for example, those who have done well in college algebra or above in high school) should consult an advisor in the mathematics program for placement in a higher level course.

Students who have passed Math 100 or who have been advised that they do not need to take it should consult an advisor in their major or in the mathematics program before taking their next mathematics course. Students may count no more than 12 semester hours of credit in mathematics courses at the 100 level toward graduation. The following guide may aid these students:

- Math 105 and Math 115 are specifically for elementary education and early childhood majors.
- Math 110 is designed to give students an understanding of some of the applications of mathematics to other disciplines. It fulfills the mathematics general education requirement in the College of Arts and Sciences. It is recommended for all students in majors that do not have a specific math requirement.
- Math 116 is for majors in the social sciences or business administration preparing for a career in statistics.
- Math 121 is for business students and students going on to Math 122 and Math 231.

Paralegal Studies

Combined BA/Paralegal Certificate Program

Legal assistants, also referred to as paralegals, are an integral part of the legal environment and work in a variety of settings including law firms, corporations, insurance companies, banks, and government offices. Students choosing a major in Arts & Sciences or sociology may pursue a Bachelor of Arts degree combined with a Paralegal Certificate offered by the Paralegal Studies Program and approved by the American Bar Association. Students start work on their
certificate in the last year of their undergraduate studies after they have completed requirements for their major and legal studies minor. They then take the eight courses in the Paralegal Studies Program (PARA) as their electives. Students must have a 2.5 GPA and submit an application to the Paralegal Studies Program in order to be eligible for the certificate courses. All courses in the certificate program must be passed with a grade of C or higher.

Para 301 Ethics and Professionalism .......................... 3
Para 302 Legal Research .................................................. 3
Para 303 Civil Law .................................................. 3
Para 304 Pre-Trial Litigation ........................................... 3
Para 305 Commercial Law ............................................. 3
Para 306 Trial and Post-Trial Litigation .......................... 3
Para 325 Legal Writing .................................................. 3
Para 330 Paralegal Internship ........................................ 3
or one course in a substantive area of law such as
intellectual property, real estate, estates, trust and
wills, or criminal law .................................................. 3

Philosophy

Philosophy offers a complete undergraduate program in the history and problems of philosophy. Course offerings provide the intensive education necessary for students planning to use a major in philosophy as the core of a liberal education, as well as for those intending to pursue graduate studies.

Major in Philosophy leading to a BA degree

Ten courses are required for the major in philosophy. These courses include four core courses, five elective courses, and a senior research project. The senior research project is an independent study on a topic chosen by the student after consultation with the faculty. One year of a foreign language is strongly recommended.

Grades of C or higher must be earned in all philosophy courses and supporting courses to be counted toward fulfillment of the major. Transfer students must complete at least 12 semester hours at Roosevelt University. For all majors, at least nine semester hours must be completed at the 300 level. Students majoring in philosophy should check their requirements for graduation with an advisor soon after deciding to major in philosophy. Notification of candidacy for graduation should be given during the advisement period preceding the last semester before graduation.

Phil 201 Introduction to Philosophy .......................... 3
Phil 210 Logic .................................................. 3
Phil 230 Ethics .................................................. 3
Phil 255 History of Philosophy ................................... 3
Five electives in philosophy .......................................... 15
Phil 399 Senior Research Project .................................. 3

Minor in Philosophy

The five philosophy courses required for the minor must include at least one course at the 300 level. Transfer students must complete at least six semester hours at Roosevelt, including three semester hours at the 300 level.

Physics

Introductory physics courses

Two introductory series are offered: Phys 201 and Phys 202 for students intending to major in the life sciences, medical sciences, environmental science, or technology; and Phys 231 and Phys 232 for students intending to major in chemistry and for well-prepared students in other majors. Phys 231 and Phys 232 are strongly recommended for pre-medical students.

Minor in Physics

Students may earn a minor in physics by successfully completing at least four physics courses including those listed below. Credits in the minor must total at least 16 semester hours; at least two courses must be completed at Roosevelt University.

Phys 201 Introductory Non-Calculus-Based Physics I
and Phys 202 Introductory Non-Calculus-Based Physics II  ................. 10
or Phys 231 Introductory Calculus-Based Physics I
and Phys 232 Introductory Calculus-Based Physics II  ...................... 10
Two electives in physics at the 300 level ........................................ 6

Political Science

Political science deals with how we reach the collective decisions that shape our common fate. Political scientists study topics such as the exercise of power and influence; sources and resolution of conflicts; the relationship of politics to the economy, culture, and other aspects of society; the adoption and implementation of public policies; and the development of political systems. These topics are studied at all levels, from local communities to the global community. The scope of the discipline is suggested by the four main subfields that make up the undergraduate curriculum: US politics, comparative politics, international relations, and political theory.

Roosevelt University is ideally located for studying political science. At campuses in downtown Chicago and suburban Schaumburg, Roosevelt students study politics in one of the country’s most dynamic metropolitan areas. Government is the area’s largest employer and the city is home to a large number of foreign consulates, political offices, and social action groups. Students with an undergraduate background in political science may find employment in government, diplomacy, advocacy organizations, nonprofit organizations, education, journalism, and business. Political science is also an excellent major for those considering law school or graduate study in public administration or urban planning.
Major in Political Science leading to a BA degree

Students must complete 11 courses in the major, with at least five courses at the 300 level. All courses in the major must be completed with a grade of C or higher. Transfer students must take at least six political science courses at Roosevelt University. Majors are encouraged to take Econ 101 and 102. Students planning to pursue graduate study in political science are encouraged to discuss with their advisors appropriate courses of study in languages and statistics.

Student eligibility

The post-baccalaureate pre-professional program is open to students who have a bachelor’s degree from an accredited college or university and a grade point average of at least 3.0 on a four-point scale for their last 60 semester hours of course work.

Post-baccalaureate pre-professional program

Math 121 College Algebra .......................................................... 3
Math 122 Precalculus ............................................................... 3
Chem 101 General Chemistry I ................................................... 4
Chem 202 General Chemistry II .................................................. 4
Chem 211 Organic Chemistry I .................................................... 4
Chem 212 Organic Chemistry II .................................................. 4
Phys 201 Introductory Non-Calculus-Based Physics I ..................... 5
Phys 202 Introductory Non-Calculus-Based Physics II ..................... 5
Biol 201 Organismic Biology ..................................................... 5
Biol 301 Cellular and Molecular Biology ..................................... 5

Minor In Political Science

The political science minor consists of six courses, including at least three of the four core courses required of the major. At least two courses must be at the 300 level. All courses in the minor must be completed with a grade of C or higher. Transfer students must complete at least three political science courses at Roosevelt University.

Certificate in Public Administration

The Certificate in Public Administration is a three-course program open to any enrolled undergraduate student who meets the prerequisites for the courses. The objective of the certificate is to provide students with a specific knowledge base and set of skills that will prepare them for employment in public service.

Post-baccalaureate Pre-Professional Programs

The Department of Biological, Chemical, and Physical Sciences offers a post-baccalaureate, pre-professional curriculum for students who need college-level science courses in order to apply for admission to medical, dental, or veterinary school. This curriculum provides students with the minimum science and mathematics courses required by most professional schools and helps prepare students for professional school standardized admission tests (the MCAT, DAT, and VCAT). Post-baccalaureate students with substantial undergraduate science background may want to consider the MS in biotechnology and chemical science or the certificate in biotechnology as alternatives to the program outlined below.

With appropriate course selection and full-time attendance, students may complete the curriculum below in one calendar year and take the appropriate standardized admission test in the summer. To accomplish this, students who lack general chemistry and college algebra and trigonometry must begin study in the summer term. Students who have acceptable credits in these subjects may begin in the fall term. In either case, the need to finish certain courses in sequence, the standardized admission exam schedule, and professional school calendars dictate that students plan to enter professional school no sooner than two years after they begin full-time study. Students may also pursue this curriculum on a part-time basis, with appropriate adjustment of target admission dates.

Student eligibility

The post-baccalaureate pre-professional program is open to students who have a bachelor’s degree from an accredited college or university and a grade point average of at least 3.0 on a four-point scale for their last 60 semester hours of course work.

Post-baccalaureate pre-professional program

Math 121 College Algebra .......................................................... 3
Math 122 Precalculus ............................................................... 3
Chem 101 General Chemistry I ................................................... 4
Chem 202 General Chemistry II .................................................. 4
Chem 211 Organic Chemistry I .................................................... 4
Chem 212 Organic Chemistry II .................................................. 4
Phys 201 Introductory Non-Calculus-Based Physics I ..................... 5
Phys 202 Introductory Non-Calculus-Based Physics II ..................... 5
Biol 201 Organismic Biology ..................................................... 5
Biol 301 Cellular and Molecular Biology ..................................... 5

Students may wish to supplement this basic program with additional courses in statistics, calculus, biology, and chemistry. Each student in the program is assigned a personal advisor who will help him/her prepare a strategy for professional school admission and counsel him/her on appropriate course work.

Schedule for a typical student with minimal preparation in mathematics and chemistry:

Year I:

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 121</td>
<td>Biol 201</td>
<td>Biol 301</td>
</tr>
<tr>
<td>Chem 101</td>
<td>Chem 211</td>
<td>Chem 212</td>
</tr>
<tr>
<td>Math 122</td>
<td>Phys 201</td>
<td>Phys 202</td>
</tr>
<tr>
<td>Chem 202</td>
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</tbody>
</table>

Year II:

<table>
<thead>
<tr>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>MCAT Review Course, MCAT</td>
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</tbody>
</table>

This schedule assumes full-time study for three successive terms beginning in the summer. Students with acceptable credit in general chemistry and mathematics may elect to begin study in the fall but are encouraged to take Chem 211 and Chem 212 in the first summer. MCAT, DAT, and VCAT review courses are offered by outside agencies. They are recommended but not required and are not part of the formal program.
Pre-Dentistry, Pre-Medicine, and Pre-Veterinary Medicine

The formal requirements of dental, medical, and veterinary schools vary; however, in recent years nearly all students have earned at least a bachelor’s degree before admission. Most students have majored in one of the sciences, frequently in biology or chemistry; however, applicants may complete a major sequence in any undergraduate subject, including the humanities and social sciences. There are several courses that are required by virtually every health science school in the United States. These minimum course requirements and the Roosevelt University courses are given below:

- Eng 101 Introduction to Composition ......................................................... 3
- Eng 102 Argumentation, Analysis, Research .............................................. 3
- Chem 101 General Chemistry I ................................................................. 4
- Chem 202 General Chemistry II ............................................................... 5
- Chem 211 Organic Chemistry I ................................................................. 4
- Chem 212 Organic Chemistry II ............................................................... 4
- Phys 201 Introductory Non-Calculus-Based Physics I ............................... 5
- Phys 202 Introductory Non-Calculus-Based Physics II .............................. 5
- Biol 201 Organismic Biology ................................................................. 5
- Biol 301 Cellular and Molecular Biology ................................................. 5
- Math 121 College Algebra ....................................................................... 3
- Math 122 Precalculus.............................................................................. 3

Among other courses recommended by a number of health science schools are genetics, embryology, biochemistry, microbiology, psychology, anthropology, calculus, statistics, and courses in humanities and social sciences.

The potential applicant should plan to take the Medical College Admissions Test (MCAT) or Dental Admissions Test (DAT) or Veterinary College Admissions Test (VCAT) no later than one year before the prospective date of entrance. These nationally administered tests are given twice a year, spring and fall; information regarding these tests is available at the University’s advising centers as well as in the Department of Mathematics and Actuarial Science.

Pre-professional students, especially those majoring in non-science areas, are strongly urged to consult a pre-professional advisor in the Department of Biological, Chemical, and Physical Sciences as early as possible in their college career.

Pre-Pharmacy Program

Pharmacy schools typically require one or two years of college preparation. Pre-pharmacy students should consult the bulletin of the pharmacy school of their choice and plan a program together with a chemistry advisor. Minimum requirements include the following:

- Eng 101 Introduction to Composition ......................................................... 3
- Eng 102 Argumentation, Analysis, Research .............................................. 3
- Math 121 College Algebra ....................................................................... 3
- Math 122 Precalculus.............................................................................. 3
- Chem 101 General Chemistry I ................................................................. 4
- Chem 202 General Chemistry II ............................................................... 5
- Chem 211 Organic Chemistry I ................................................................. 4
- Chem 212 Organic Chemistry II ............................................................... 4
- Biol 201 Organismic Biology ................................................................. 5
- Biol 301 Cellular and Molecular Biology ................................................. 5

Recommended courses:

- Spch 101 Public Speaking ......................................................................... 3
- Biol 360 Microbiology ........................................................................... 4
- Math 231 Calculus I .............................................................................. 4
- Math 232 Calculus II .............................................................................. 4

Psychology

A background in psychology is essential in today’s complex society to gain an understanding of why people and groups behave as they do and how individuals struggle to achieve their full human potential.

The Department of Psychology is the largest academic program in the College of Arts and Sciences. It offers a rich array of courses and course sequences for more specialized studies. There is an equal balance available between the scientific tradition of experimental psychology and all of the major domains of applied psychology. Students may learn about human sexuality, social psychology, child and adult psychopathology, multicultural psychology, and stress management. There are courses and course sequences on research methods and statistics, biopsychology, multicultural psychology and cultural diversity, forensic psychology, and the entire human lifespan from infancy to old age. The traditional areas of experimental psychology are available for study, including sensation-perception, cognitive processes, personality theory, and learning-memory.

Students may choose to major in psychology or simply to earn proficiency certificates from the Stress Institute or the Initiative for Child and Family Studies. A degree in psychology provides an excellent foundation for graduate studies in any aspect of psychology or related human services. Knowledge of psychological principles is a valued skill for any career or job description that involves working with people.

General requirements for the BA and BS degrees

The Department of Psychology offers two majors in psychology, one leading to a BA degree, the other to a BS degree. The Department also offers a minor in psychology and certificates in relaxation, meditation, and mindfulness. Psychology majors are urged to consult their advisors concerning desirable course sequences related to their future work. Specific courses for the minor for the BS degree are not required. They should be selected after consultation with an advisor in both psychology and the discipline of the minor. To determine the advisability of the BA versus the BS degree program, students should consult their advisor.
No more than five courses in psychology from other colleges and universities will be accepted in fulfillment of the major requirements. At least one of the required 300-level psychology courses must be taken at Roosevelt. Psychology majors resuming their major after an interruption of two or more years must follow the psychology requirements in effect at the time students resume their studies.

**Major in Psychology leading to a BA degree**

To earn a BA in psychology, students must complete 11 courses in psychology with a grade of C- or higher. Students who take more than the required number of courses must have 11 courses with grades of C- or better and an overall grade point average of at least a C- in psychology. Psyc 103 must be taken as soon as the major is declared.

- Psyc 103 General Psychology ................................................................. 3
- Psyc 200 Introductory Statistics ................................................................. 3
- Psyc 285 Research Methods .................................................................. 3
- Nine psychology courses, at least 5 at the 300 level .......................... 27

Students intending to pursue graduate work in psychology are strongly advised to include Psyc 200 and Psyc 270 in their curriculum because these courses are frequently required for admission into graduate programs.

**Major in Psychology leading to a BS degree**

To earn a BS in psychology, students must complete 11 courses in psychology with grades of C- or higher. Students must complete at least 60 semester hours in the natural sciences and/or psychology including a minor sequence of 15 semester hours in a second science discipline (biology, chemistry, computer science, mathematics, physical geography, or physics—exclusive of Math 099, 100, 105, and 110, and Geog 101-102). Students who take more than the required number of courses in psychology must have both 11 courses with grades of C- or better and an overall grade point average of at least a C- in psychology. Courses in the minor must be completed with grades of C- or higher. Psyc 103 must be taken as soon as the major is declared.

- Psyc 103 General Psychology ................................................................. 3
- Psyc 200 Introductory Statistics ................................................................. 3
- Psyc 270 Tests and Measurements ............................................................... 3
- Psyc 285 Research Methods .................................................................. 3
- Three courses chosen from the following .............................................. 9
  - Psyc 307 Intermediate Statistics
  - Psyc 310 Fundamentals of Behavioral Neuroscience
  - Psyc 316 Learning
  - Psyc 326 Cognitive Processes
  - Psyc 336 Brain and Behavior
- Four electives, at least two at the 300 level, in psychology ......................... 12

**Minor in Psychology**

Requirements for the minor are five courses in psychology, including a course in general psychology. At least two of these courses must be taken at Roosevelt University, one at the 300 level. All courses in the minor must be completed with grades of C- or higher.

**Certificate in Child and Family Studies**

The Certificate in Child and Family Studies provides Roosevelt University undergraduates with an opportunity to learn about child development from an interdisciplinary perspective and address issues of parenting, schooling, and the place of children and families in society and culture.

Students pursuing the certificate will select from a range of courses offered by the College of Education and the College of Arts and Sciences. The certificate culminates with Psyc 398, a three-credit field placement course, involving direct interactions with children and families. In approved such as elementary school classrooms, child care facilities, after-school YMCA programs, or pediatric in-patient units in hospitals, students will gather first-hand experiences to complement their course work.

**Requirements**

Four courses (12 semester hours) are required to earn a Certificate in Child and Family Studies. Students pursuing this certificate must choose three courses from the list below. Because of the interdisciplinary nature of this program, students must choose at least one course in an area/department outside of their major. The fourth course is the capstone Psyc 398 in which students complete a field placement in a setting that caters to children and families, e.g., school classrooms, child care facilities, after-school YMCA programs, pediatric healthcare settings. Early enrollment and instructor approval are required for this class.

All four courses must be passed with a grade of C- or higher. Two courses, including the field placement must be at the 300 level. 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.

- Edu 210 Child Development for Educators
  - or Psyc 254 Childhood and Adolescence
- Edu 311 Adolescent Development
- Echd/Sped 309 Child, Family, and Community
- Echd 334 Language Development
- Read 339 Young Adult Literature
- Hist 367 Love, Sex, and Marriage in the Western World
- Hist 372 History of American Family Life
- Psyc 215 Educational Psychology of LD and ADHD
- Psyc 299/381 Children and Families
- Psyc 319 Child Psychopathology
- Psyc 387 Seminar: Child Abuse and Family Violence
- Psyc 392 Forensic Psychology II: Juvenile
Soc 215 The Family
Soc 310 Women, Work and the Family
Soc 336 Aging, the Aged, and the Family

The Certificate in Child and Family Studies can be earned by undergraduates who are enrolled in any of the degree programs at Roosevelt University. Students who plan to earn the certificate alone (not as part of a degree program) must have already earned an associate’s degree or higher in order to be eligible for federal financial aid.

The Stress Institute

Certificates in Relaxation, Meditation, and Mindfulness (levels 1 and 2)
The Roosevelt University Stress Institute is recognized around the world for its research and teaching. The Institute’s basic philosophy is that different approaches to relaxation, meditation, and mindfulness have different effects on different people. Therefore, the best way to teach relaxation, meditation, and mindfulness is to combine and integrate approaches.

The Institute currently offers two Certificates in Relaxation, Meditation, and Mindfulness (CRMM) for those who wish to teach others. CRMM Level 1 focuses on the instruction of six families of approaches: yoga stretching, progressive muscle relaxation, breathing exercises, autogenic exercises, imagery, and meditation/mindfulness. Students learn how to construct individually-tailored relaxation recordings that combine multiple approaches. Training is also offered in assessing relaxation, evaluating programs and approaches, and presenting stress and relaxation workshops. Available only on the Chicago campus. Psyc 373 and Psych 379 are required.

CRMM Level 2 incorporates Level 1 and provides additional training in critically understanding widely-publicized spiritual and paranormal experiences often associated with relaxation, meditation, and mindfulness. The Certificate is available on the Chicago campus or online (under development). Psyc 346, Psych 373, and Psych 379 are required.

Public Relations
(See Journalism and Communications)

Social Justice Studies

Major In Social Justice leading to a BA degree
Students majoring in social justice studies complete 11 courses (33 semester hours) related to social justice in a variety of disciplines. After completing the required freshman- and sophomore-level classes, students will select one of two concentrations: Housing, Neighborhoods, and Community or Movements for Social Change. The capstone experience is either an internship in an organization with a social justice mission or a senior thesis.

Psychology

Freshman year:
Soc 201 Introduction to Social Justice Studies ....................................................3
Two courses chosen from the list below .............................................................6
Econ 214 Economics of Globalization
Pos 101 US Politics
Soc 101 Introduction to Sociology

Sophomore year:
Pos/Soc 290 The Research Process .......................................................................3
Two courses chosen from the list below .............................................................6
Libs/Pos/Soc 245 City and Citizenship
Econ 205 The American Economy
or Econ 207 American Economic Development Since 1945
Libs/Pos 241 Environmental Problems of Metropolitan Areas
Soc 210 Contemporary Social Issues

Housing, neighborhoods, and community:
Four courses chosen from the list below ............................................................ 12
Econ 309 Economics of Urban Inequality
Econ 352 Urban Economic Development
Pos 336 Urban Gentrification
Pos 362 Urban Politics
Soc 320 Sociology of Inequality
Soc 325 Sociology of Education
Soc 327 Race and Inequality
Soc 346 Community Organization
Soc 396 Suburban Policy Issues or Pos 365 Suburban Policy
Soc 397 Urban Policy Issues or Pos 363 Urban Policy

Movements for social change:
Four courses chosen from the list below ............................................................ 12
Econ 308 Women and the Economy
Econ 309 Economics of Urban Inequality
Hist 327 US Labor History
Hist 383 History and Politics of Women in the US
Pos 312 The Politics of Lesbian and Gay Communities
Pos 367 Social Movements
or Hist 337 History of Reform Movements in the US
Pos 385 African American Politics
or Hist 339 The African American Experience in the 20th Century
or Hist 382 Black Chicago’s History and Culture Since 1960
Pos 386 Latin American Politics
or Pos 384 Mexican American Politics
Capstone experience:

Soc 395 Internship
or Soc 390 Senior Thesis ................................................................. 3

Minor in Social Justice Studies
This interdisciplinary minor allows students to explore social justice in a variety of ways. They may focus on diversity issues, minority issues, ethnic relations, women's rights, economic, or workplace issues. Students may also explore career and intern options in organizations whose mission involves social justice. Mansfield fellows will be selected each year for scholarship assistance. For further information, call the program director at 312-341-3799.

Five courses are required for the minor including two core courses and three electives. At least two courses must be completed at Roosevelt University. All courses in the minor must be passed with grades of C- or higher. Additional courses are available each semester; consult with the advisor for course options.

Socj 201 Introduction to Social Justice Studies ........................................ 3
Three electives chosen in consultation with the program director ............ 9

Sociology
Sociology has always emphasized the study of human behavior, but over the past years the discipline has recognized that any comprehensive understanding of the complexities of human behavior requires the crossing of traditional disciplinary lines. Training in sociology is valued as preparation for graduate work in many professions and also as preparation for careers in business and government. The curriculum in sociology has been designed to develop a comprehensive understanding of human society and to provide enough flexibility for students to pursue areas of individual vocational or personal interest.

Major in Sociology leading to a BA degree
Sociology majors must complete at least 33 semester hours of work in the discipline. Transfer students must take a minimum of five courses (15 semester hours) in sociology at Roosevelt University, including the required 300-level course in social inequality. All majors must complete the core courses listed below.

Core courses:

Soc 101 Introduction to Sociology ......................................................... 3
Soc 210 Contemporary Social Issues
or Soc 211 Contemporary Global Issues .................................................. 3

Social Justice Studies

Soc 290 The Research Process ............................................................... 3
Soc 303 The Development of Sociology .................................................. 3
One other 300-level course, chosen with an advisor from the list below, that specifically addresses social inequality ........................................ 3
Soc 311 Culture and Politics in Latin America
Soc 314 Globalization, Society, and Culture
Soc 320 Sociology of Inequality
Soc 325 Sociology of Education
Soc 327 Race and Ethnic Relations
Soc 331 Criminology
Soc 340 Gender and Society
Soc 360 Gender, Power and the Body
Soc 397 Urban Policy Issues

Electives:

Six electives, at least three at the 300 level ................................................ 18

Minor in Sociology

The requirements for the minor are six courses in sociology, at least two of which must be completed at Roosevelt University.

Soc 101 Introduction to Sociology ......................................................... 3
Soc 210 Contemporary Social Issues ....................................................... 3
Four electives in sociology at the 300 level ............................................... 12

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 degree 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 graduate courses in their senior year complete the requirements in their fifth year. As undergraduates, 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. Applicants must be a sociology major at Roosevelt University, have an overall GPA of 2.7 and a 3.25 GPA (or better) 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. 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.
Spanish

(See also Languages)

Major in Spanish leading to a BA degree

Ten courses are required for a major in Spanish—eight beyond the intermediate 200 level. Beginning level courses do not count toward the major. Students who have learned Spanish outside Roosevelt University will be assessed and placed appropriately. Those who have advanced skills may begin immediately at Span 30. Prior to taking more advanced courses, students must take Span 301 Writing in Spanish and Span 302 Introduction to Literary Analysis. It is strongly recommended that students take survey courses, 310 Literature and Culture of Latin America Before 1888 and 311 Literature and Culture of Latin America after 1888. All courses must be approved by an advisor.

All courses in the major must be completed with a grade of C- or higher. Students who receive credit for transfer courses from other universities must take at least four Spanish courses at Roosevelt University, depending on the assessment of the advisor. All 200- and 300-level courses are taught in Spanish. Students intending to teach should consult with the College of Education for specific requirements pertaining to certification.

- Span 201 Intermediate Spanish ................................................................. 3
- Span 202 Intermediate Spanish ................................................................. 3
- Span 301 Writing in Spanish ........................................................................... 3
- Span 302 Introduction to Literary Analysis .................................................. 3
- Approved courses beyond 202 to equal 8 to 10 courses ............................. 24-30

Minor in Spanish

Seven courses are required for a minor in Spanish, five courses beyond the beginning level. Students will be required to take Intermediate Spanish 201 or 202, or to place out of 201 and 202 by examination. Those who test out of 202 may immediately begin at Span 301. Span 301 Writing in Spanish and 302 Introduction to Literary Analysis are required for further work at the advanced level. Spanish minors should take 301 and may choose either 304 or 326. Students who demonstrate that they are at an advanced level through evaluations may be allowed to take other 300-level courses in literature and culture. All courses in the minor must be completed with a grade of C- or higher. At least two courses in the minor must be taken at Roosevelt University.

- Span 201 Intermediate Spanish ................................................................. 3
- Span 202 Intermediate Spanish ................................................................. 3
- Span 301 Writing in Spanish ........................................................................... 3
- Span 302 Introduction to Literary Analysis .................................................. 3
- Three to five approved courses beyond the 200 level ................................. 9-15

Spanish

(See also Languages)

Major in Spanish leading to a BA degree

Ten courses are required for a major in Spanish—eight beyond the intermediate 200 level. Beginning level courses do not count toward the major. Students who have learned Spanish outside Roosevelt University will be assessed and placed appropriately. Those who have advanced skills may begin immediately at Span 30. Prior to taking more advanced courses, students must take Span 301 Writing in Spanish and Span 302 Introduction to Literary Analysis. It is strongly recommended that students take survey courses, 310 Literature and Culture of Latin America Before 1888 and 311 Literature and Culture of Latin America after 1888. All courses must be approved by an advisor.

All courses in the major must be completed with a grade of C- or higher. Students who receive credit for transfer courses from other universities must take at least four Spanish courses at Roosevelt University, depending on the assessment of the advisor. All 200- and 300-level courses are taught in Spanish. Students intending to teach should consult with the College of Education for specific requirements pertaining to certification.

- Span 201 Intermediate Spanish ................................................................. 3
- Span 202 Intermediate Spanish ................................................................. 3
- Span 301 Writing in Spanish ........................................................................... 3
- Span 302 Introduction to Literary Analysis .................................................. 3
- Approved courses beyond 202 to equal 8 to 10 courses ............................. 24-30

Minor in Spanish

Seven courses are required for a minor in Spanish, five courses beyond the beginning level. Students will be required to take Intermediate Spanish 201 or 202, or to place out of 201 and 202 by examination. Those who test out of 202 may immediately begin at Span 301. Span 301 Writing in Spanish and 302 Introduction to Literary Analysis are required for further work at the advanced level. Spanish minors should take 301 and may choose either 304 or 326. Students who demonstrate that they are at an advanced level through evaluations may be allowed to take other 300-level courses in literature and culture. All courses in the minor must be completed with a grade of C- or higher. At least two courses in the minor must be taken at Roosevelt University.

- Span 201 Intermediate Spanish ................................................................. 3
- Span 202 Intermediate Spanish ................................................................. 3
- Span 301 Writing in Spanish ........................................................................... 3
- Span 302 Introduction to Literary Analysis .................................................. 3
- Three to five approved courses beyond the 200 level ................................. 9-15

Speech Communications

(See Journalis)

Statistics

(See Mathematics)

Women’s and Gender Studies

Minor in Women’s and Gender Studies

The minor provides an opportunity for the study of women's experiences and productions, representations of women and gender, and the analysis of gender throughout history and across cultures. Students gain an interdisciplinary understanding of the historical and contemporary issues concerning women, gender, and sexuality. This minor provides a valuable foundation for pursuing careers in education, journalism, business, public affairs, the arts, the humanities, and the social sciences.

Six courses are required for the minor, including two core courses and four electives. At least two courses, one at the 300 level, must be completed at Roosevelt University. The four electives are selected from courses offered by various disciplines and allow for interdisciplinary breadth and depth. Students who are minoring in, or who would like to minor in, women's and gender studies should contact the women's and gender studies advisor for an advising appointment about requirements and their course of study.

- Wgs 210 Introduction to Women's and Gender Studies ................................ 3
- Wgs 304 Topics in Feminist Theories ............................................................ 3
- Four electives chosen from the following: .................................................... 12
- Wgs 304 Topics in Feminist Theories (repeatable course; see course descriptions section for list of specific topics)
  - Afs 317 The African american Woman
  - Afs 318 The African american Male in America
  - Art 304 Feminist Theories of Art
  - Art/Eng 309 Film and Gender
  - Art 374 Women in Art
  - Econ/Libs 248 Gender and Urban Life
  - Econ 308 Women and the Economy
  - Eng 215 US Ethnic Women's Literature
  - Eng 310 Early Modern Women Writers/Early Modern Gender Issues
  - Eng 313 Staging Witchcraft Plays
  - Eng 322 Studies in 19th-Century Women's Fiction, Poetry, or Drama
  - Eng 324, 327, 329, 346, 358 Studies in 20th-Century Women's Fiction, Poetry, or Drama
  - Eng 330 Postcolonial Literature
  - Eng 339 Sexuality and Literature

College of Arts and Sciences
Walter E. Heller College of Business Administration

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 until her death. 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 (WEHCOA) is to give students a career-oriented business education that emphasizes personal and professional integrity and that stresses social responsibility in business. For undergraduates, the focus is on acquisition of basic competencies in the following areas: 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

The undergraduate programs of the Walter E. Heller College of Business Administration are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). University business programs worldwide pursue this recognition, and ACBSP accredits approximately 10 percent of business programs in the United States and a few outside the United States. ACBSP accreditation is a mark of distinction that accredited programs must meet national and international standards for teaching excellence, achieving learning outcomes, mission-based strategic planning, and continuous improvement.

Degree Programs

The WEHCBA grants the degree of Bachelor of Science in Business Administration (BSBA). Each student chooses a major from among accounting, finance, human resource management, management, and marketing. Six graduate business degrees are also offered. The Master of Business Administration (MBA) is a general management degree with a chosen area of specialization. Five specialized master of science degrees are offered in accounting (MSA), human resource management (MSHRM), information systems (MSIS), international business (MSIB), and real estate (MSRE).

General Business Minor (for Non-Business Majors)

A business minor is available to students from the four other colleges of Roosevelt University. The requirements are seven courses in business, including four required courses and three upper-level business courses approved by the student's advisor. A student may choose courses from different business areas such as Mgmt 358, Mktg 302, and Fin 311, or a more specialized business minor in an area such as accounting, finance, human resource management, management, or marketing. Students must complete all prerequisites for courses in their chosen minor areas, including junior standing for 300-level courses. At least three courses in the minor must be taken at Roosevelt University.

Bachelor of Science in Business Administration

The BSBA degree is conferred upon regular students who complete a minimum of 120 semester hours, enrollment requirements, and all specific degree requirements listed below.

General education and writing requirements

for students entering with less than 30 semester hours

*University Writing Requirement*

Eng 101 Introduction to Composition (grade of C- or better) ......................... 3

Eng 102 Argumentation, Analysis, Research (grade of C- or better) ................ 3

Other courses, if necessary, to complete UWR

Total writing requirement and general education .................................................. 48

* Higher-level mathematics may be substituted for Math 116 and 121 with permission. Econ 234 may be replaced by Math 217 or Psych 200 with permission.

General education

Math 116 Finite Mathematics* (grade of C- or better) ..................................... 3
Math 121 College Algebra* .................................................................................. 3
Econ 101 Principles of Economics I (grade of C- or better) .............................. 3
Econ 102 Principles of Economics II (grade of C- or better) ............................ 3
Econ 234 Elementary Statistics* ........................................................................ 3
Natural science (excluding mathematics and computer science) ...................... 3
Social and behavioral sciences
(excluding Econ 101, Econ 102, Econ 234, and Psych 200) ............................ 6
Fine arts and humanities ....................................................................................... 6
Liberal Studies 111 Great Ideas I ......................................................................... 3
Liberal Studies 112 Great Ideas II ...................................................................... 3
Roosevelt Signature Course ................................................................................ 3
Non-business elective ......................................................................................... 3

Total writing requirement and general education .................................................. 48

Students entering with 30 to 89 semester hours

All requirements listed above for students entering with less than 30 semester hours must be completed by students entering with 30 to 89 hours with the exception of Libs 111 and 112. These courses are replaced by two non-business electives.

Students entering with 90 semester hours or more

All requirements listed above for students entering with less than 30 semester hours must be completed by students entering with 90 or more semester hours with the exception of Libs 111, Libs 112, and the Roosevelt signature course. These courses are replaced by three non-business electives.

Business requirements for all students

All freshmen/sophomore business requirements must be completed with grades of C- or higher. A 300-level business elective is substituted for the international perspective course if an international course is in the major. Mgmt 380 must be taken at Roosevelt and passed with a grade of C- or higher. One grade of D may be used in the remaining junior/senior core courses unless a C- is required by the major.

Freshman/sophomore requirements

Acct 210 Introduction to Accounting I ......................................................... 3
Acct 211 Introduction to Accounting II ......................................................... 3
Blaw/Account 201 Business Law I ................................................................. 3
Junior/senior core requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bcom 301 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>Badm 304 Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>or Mgmt 308 Ethical Leadership and Corporate Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>International Perspective: Mgmt/Badm 360, Acct 337, Fin 354, or Mktg 362</td>
<td>3</td>
</tr>
<tr>
<td>Fin 311 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>Infs 330 Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Mgmt 300 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>Mgmt 358 Behavioral Science and Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>Mktg 302 Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>Mgmt 380 Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>Major requirements</td>
<td>minimum of 18</td>
</tr>
<tr>
<td>Total business requirements</td>
<td>54</td>
</tr>
</tbody>
</table>

Electives in business or non-business areas                            | 18    |

Total semester hours for BSBA (including general education requirements)| 120   |

Majors

Each business student must choose a major area of specialization. The accounting, finance, human resource management, management, and marketing majors require six courses. The interdisciplinary major requires nine courses, reducing the general electives available.

Specific requirements for individual majors are listed under each discipline. All courses in the major must be passed with grades of C- or higher. Each major has additional course(s) which require a grade of C- or higher.

Accounting: Acct 210 and Acct 211
Finance: Fin 311
Human Resource Management: Mgmt 358
Management: Mgmt 300 and 358
Marketing: Mktg 302

Interdisciplinary major

Students whose career interests span two or more traditional business areas may complete an interdisciplinary major. This major includes nine courses of which at least five must be in a single functional area (accounting, finance, human resource management, management, or marketing). In the past, students have combined such areas as accounting and finance and marketing and finance. This major must be approved by the assistant dean for undergraduate business studies.

Specialized business minors

Students may also complete a specialized business minor in an area outside the major. The requirements are four courses in one area at the 300 level without overlap with the major requirements. At least three of the courses must be taken at Roosevelt University, and all courses must be passed with grades of C- or higher. Students must complete all prerequisites for courses in their chosen minor area.

Accounting: Acct 304, 305; two Acct electives at the 300 level.
Finance: Fin 301, 321; one of Fin 383, 385, or 387; one Fin elective at the 300 level.
Human resource management: Hrm 311, three of Hrm 313, 321, 331, 360, and 361.
Marketing: Mktg 324, 331, 340 and 344.
Management: Mgmt 398; three Mgmt or Hrm electives at the 300 level.

Minor in hospitality and tourism management

A business student may also minor in hospitality and tourism management. The requirements are 18 semester hours in hospitality management courses as listed below. Students pursuing this minor should be advised on course selection by a hospitality management advisor. At least 15 semester hours of the minor sequence must be taken at Roosevelt University.

Hosm 201 Introduction to Hospitality and Tourism Management ............. 3
Hosm 300 Managerial Accounting.................................................. 3
Four hospitality management electives at the 300 level ...................... 12

Minor in economics

The requirements for the minor in economics are as follows:

Economics 101 and 102............................................................................ 6
Economics 321 or 323............................................................................ 3
Three economics electives, one at the 300 level .................................... 9

Course scheduling

WEHCBA recommends that students follow the schedule below for the sequential completion of all University, College, and course requirements. Business students must complete all freshman and sophomore prerequisites before enrolling in advanced business courses. Students should start course work in their majors after completing 60 semester hours. Those who are undecided about their majors should consult an advisor in the WEHCBA regarding course selection. Students seeking an interdisciplinary major should consult the assistant dean for undergraduate business studies.

Students should complete all of the requirements listed below within the first 60 semester hours:

University Writing Requirement
   Eng 101 Introduction to Composition
   Eng 102 Argumentation, Analysis, Research
   Other courses, if necessary, to complete UWR
Libs 111-112 Great Ideas I-II
Acct 210-211 Introduction to Accounting I-II
Transfer credit
Credits are accepted only from, community, junior or senior colleges that are accredited by a regional accreditation organization. All transfer students must satisfy the University Writing Requirement which may include taking English 099 and/or 100. No exceptions are made. See the University Writing Requirement. Each transfer course is evaluated to confirm that it includes all topics included in the corresponding Roosevelt course. Regardless of title, courses considered inappropriate or not equivalent will not be accepted. Students with questions regarding transfer credit should consult the assistant dean for undergraduate business studies.

All major requirements are taken at the 300 level. Students who wish to have community college courses applied to the major requirements must have specific permission from the assistant dean for undergraduate business studies.

Advising
Business majors should contact the WEHCBA advising center at either campus. In order to facilitate graduation on a timely basis, all students should see an advisor each semester. Any course waivers or substitutions should be approved in writing and placed in the student's file both in the College and the Registrar's Office.

Double major
Students who want a double major must complete an additional 18 semester hours in the second department as well as all of that department's requirements. Students may declare a double major while completing the first bachelor's degree. Usually a double major requires students to complete more than 120 semester hours for the degree. See an advisor for specific information.

Second bachelor's degree
See Page 9.

Internship opportunities
Well-qualified juniors and seniors may be eligible for internship positions at local firms. These internships provide practical professional experience to complement classroom learning. Academic credit may be available.

Accounting
The accounting program is designed to offer students the opportunity to study traditional and contemporary areas of accounting. The program offers a wide variety of courses which expose students to both established accounting standards and emerging accounting issues.

Courses in accounting have been designed to meet the following objectives:

- Teach the concepts and skills necessary to provide accounting services for businesses, governmental agencies, and not-for-profit organizations; and to control, plan, and evaluate the results of operations.
Major in Accounting leading to a BSBA degree
Six courses in accounting must be completed with grades of C- or higher for the Accounting major; to include:

- Acct 304 Intermediate Accounting I ........................................3
- Acct 305 Intermediate Accounting II .........................................3
- Acct 307 Income Tax Law and Procedure ....................................3
- Acct 313 Cost and Managerial Accounting .................................3
- One 300-level accounting elective .............................................3

Major in Finance leading to a BSBA degree
Six courses in finance and related fields must be completed with grades of C- or higher for the major in finance.

- Fin 301 Money and Banking ..................................................3
- Fin 321 Investments ................................................................3
- Fin 383, Fin 385, or Fin 387 ....................................................3
- One finance elective ................................................................3
- Two electives in finance (excluding Fin 311) or one of the following: 6
  - Acct 304 Intermediate Accounting I
  - Acct 305 Intermediate Accounting II
  - Acct 307 Income Tax Law and Procedure
  - Econ 323 Price Theory
  - Econ 338 Money and the Economy
  - Econ 377 International Finance and Balance of Payments
  - Math 269 Theory of Interest

Finance
These programs have been designed to offer students the opportunity to major in both traditional and emerging financial fields. Course offerings give students a broad exposure to contemporary issues in the financial world. Courses in finance have been designed to meet the following objectives:

- Teach the concepts and skills necessary to provide funds for a business and to control, plan, and evaluate the flow of funds through the enterprise.
- Provide advanced education in business finance to those seeking employment in corporate finance, banking, securities exchanges, and financial planning.

Management
The objective of this program is to teach the fundamentals of management, professional, and technical competence in the management of human resources, and the attitudes and motivational skills necessary for developing employees. Managerial techniques that have been developed by experience and research to reconcile economic objectives with individual and group needs are emphasized. Other courses expand on substantive areas in human resource management that are briefly covered in the introductory course. Psychological and sociological principles, statistical techniques, and practical business economics are blended to produce effective knowledge and skill for the specialist in human resource management.

Other departments in the University, such as economics and psychology, offer courses that enable students in human resource management to vary their study of the employer-employee relationship. Students majoring in human resource management should be aware that there is no substitute for experience in dealing with people in a work situation. Students are advised to acquire such experience through part-time work or internships.

Major in Human Resource Management leading to a BSBA degree
Six courses are required for the major. All courses in the major as well as Mgmt 358 must be completed with grades of C- or higher. Mgmt 358 and Mgmt 300 cannot be used to fulfill major requirements.

- Hrm 311 Introduction to Human Resource Management ..............3
- Hrm 313 Wage and Salary Administration ....................................3
- Hrm 321 Employment Techniques .............................................3
- Mgmt 398 Organizational Development ...................................3
- Two electives in human resource management or management ....6
management study the many areas in which managers must operate as well as topics directly related to managerial roles.

**Major in Management leading to a BSBA degree**

Six courses in management and human resources must be completed with grades of C- or higher for the major in management. Mgmt 300, 358, and Mgmt 380 are required core courses and cannot be used to fulfill management major requirements. All courses in the major as well as Mgmt 300, Mgmt 358, and Mgmt 380 must be passed with grades of C- or higher.

- Mgmt 398 Organizational Development ..............................................................3
- Hrm 311 Intro to Human Resource Management ..............................................3
- Four electives in management and/or human resource management ..........12

**Marketing**

As Peter Drucker said, "Any business enterprise has two, and only these two, basic functions: marketing and innovation. Marketing is the distinguishing, the unique, function of business." Roosevelt's marketing courses explore the role that marketing plays in the administrative process. The curriculum identifies the origins and development of marketing concepts and, through case studies, provides experience in developing the essentials of a marketing program.

The program is organized around the proposition that the wants and needs of the consumer are the reasons for a firm's existence. Courses in the department stress the relationship of the behavioral and social sciences to the marketing concepts employed by the business firm. Students completing a major in marketing may expect to move into management training programs in industry or retail institutions or into similar positions with advertising agencies or research organizations.

**Major in Marketing leading to a BSBA degree**

Six courses are required for the major. All courses in the major and Mktg 302 must be passed with grades of C- or higher.

- Mktg 324 Selling and Sales Management .........................................................3
- Mktg 331 Principles of Advertising ..................................................................3
- Mktg 340 Marketing Research ..........................................................................3
- Mktg 344 Marketing Strategy and Planning ....................................................3
- Two electives in marketing ..............................................................................6

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**College of Education**

The College of Education is committed to providing academic programs of high quality to undergraduate students who seek to become professional 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. All education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), and all certificate programs are approved by the Illinois State Board of Education (ISBE).

**College of Education Conceptual Framework**

In 1999, as part of the ISBE and NCATE accreditation self-study, the College of Education revised the conceptual framework that represents the knowledge base of the College. The conceptual framework reflects the design of the curricula, which is based on philosophical foundations, theoretical models, and practical applications of essential knowledge in the field of education. The conceptual framework is the foundation for all activities in the College. The model includes the purposes, processes, outcomes, and overall evaluation of the conceptual framework.

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

Within the College of Education, teacher preparation has been divided into two departments: Secondary Education and the Department of Teaching and Learning that includes Elementary Education, Reading, Early Childhood, and Special Education. Both of these departments offer undergraduate degrees and programs. Students enrolled in early childhood education, elementary education, and special education major in education and meet a BA in Education (BAE). Students enrolled in secondary education major in an academic discipline in the College of Arts and Sciences or the Walter E. Heller College of Business Administration, and minor in secondary education. Information regarding student pass rates on state exams and other program information, as required by federal law, is available from the College of Education.

After completing six credit hours of course work in education, all students should contact the appropriate department chairperson and complete an application form for continuing enrollment. A tentative course of study to meet the student's professional goals will then be outlined and a faculty advisor assigned. A waiver for a criminal background check also will be required prior to enrollment in any courses requiring observation or field placement.

Students in early childhood education should apply for continuing enrollment after satisfactory completion of their first semester of early childhood education course work. Students in elementary education and special education should apply for continuing enrollment after completing Educ 200, Educ 210, and Eled/Sped 261 (students must earn a grade of B- or higher in each course). Students in secondary education should apply for continuing enrollment upon satisfactory completion of Educ 200 and Educ 210.

General requirements

Students in early childhood education, elementary education, and special education must satisfy the basic degree requirements of the College of Arts and Sciences, including the University Writing Requirement, Great Ideas, and liberal studies course work. Students in secondary education must satisfy the basic degree requirements of the College of Arts and Sciences or the Walter E. Heller College of Business Administration. In addition, all students enrolled in teacher education programs must fulfill general education requirements for teacher certification. These requirements are subject to change based on actions of the Illinois State Certification Board, Illinois State Board of Education, or Illinois legislature. Students are responsible for maintaining regular contact with their faculty advisor to remain aware of current requirements.

Students are responsible for complying with all procedures and degree requirements in this catalog. A faculty advisor will work closely with each student to plan each semester's program. It is the student's responsibility to be certain that all requirements are fulfilled. The Department expects students to maintain at least a 2.5 cumulative grade point average. Some program areas require a 3.0 average in the major area courses, general education requirements, education courses, and area of concentration. Please check with your respective program area. Grades below C- in major courses are not acceptable toward meeting degree requirements.

No more than 66 semester hours will be accepted as transfer credit from a two-year institution. The final 54 semester hours toward the BAE degree or secondary education minor must be earned at a regionally accredited four-year college or university. At least 30 semester hours must be earned at Roosevelt University. No transfer credit for a course in education will be accepted unless an official course description is submitted and it is determined that the work completed was equivalent in level and content to a Roosevelt University course required for a degree in education. A grade of C- or higher or an acceptable evaluation of the student's performance is required. Once a student is enrolled, all subsequent course work must be taken at the University.

Screening and evaluation are continuous processes in the teacher education departments. Admission and retention are dependent upon satisfactory performance throughout the program. The Department views the advising process as a continuing one; students are expected to meet...
and discuss their course of study with their faculty advisor each semester.

**Major and minor requirements**

Students must satisfy all the courses and field experiences listed for their programs. All professional education course work must be taken at Roosevelt University following the successful completion of the general education requirements and admission to the program.

**Clinical experience**

Through the Office of Field Placement, students participate in a wide variety of field experiences designed to meet the goals of the teacher education programs. Extensive contact with students in classrooms and first-hand experience in dealing with everyday problems of teaching are critical components of teacher education and are organized within courses. Pre-student-teaching experiences and student teaching, the culminating course, satisfy State of Illinois certificate requirements. Experiences in schools consist of involvement in the classroom and school as an observer, tutorial teaching, small group coaching, whole class instruction, and participation in school and community activities. Field sites range across the Chicago metropolitan area and must include placements in culturally diverse settings. Placement for the courses takes into consideration the individual student’s academic needs and interests. Importantly, before field placement, a criminal background check and application are required. The student's advisor and the director of field services jointly arrange all clinical placements.

**Student teaching**

Student teaching represents the culmination of teacher education at Roosevelt University. Applicants for student teaching are expected to be in good physical health; free from severe mental difficulties; and prepared, with more than minimum scholastic standing, in both content area and professional education. Therefore, student teaching is open only to those students who have successfully completed the appropriate general education, professional education, and area of concentration or major requirements, as well as other requirements created by the Illinois State Board of Education or the public or private child care centers. Students do a variety of diverse field placements and student teaching in public schools and private agencies serving children from infancy through third grade. This program leads to a Type 04 teaching certificate and an Early Childhood Special Education Approval, enabling graduates to teach in educational settings, from birth through 3rd grade in which children with special needs are integrated or included.

<table>
<thead>
<tr>
<th>Major</th>
<th>Application for placement</th>
<th>Clinical experience</th>
<th>Student teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>November 1 for placement</td>
<td>December 1 for placement &lt;br&gt;the following fall &lt;br&gt;April 1 for placement &lt;br&gt;the following spring</td>
<td>December 1 for placement &lt;br&gt;the following fall &lt;br&gt;April 1 for placement &lt;br&gt;the following spring</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>November 1 for placement</td>
<td>December 1 for placement &lt;br&gt;the following fall &lt;br&gt;April 1 for placement &lt;br&gt;the following spring</td>
<td>December 1 for placement &lt;br&gt;the following fall &lt;br&gt;April 1 for placement &lt;br&gt;the following spring</td>
</tr>
<tr>
<td>Special Education</td>
<td>November 1 for placement</td>
<td>November 1 for placement &lt;br&gt;the following fall &lt;br&gt;March 1 for placement &lt;br&gt;the following spring</td>
<td></td>
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</tbody>
</table>

**Required professional education courses:**
Elementary Teacher Education

Kindergarten through Grade 9

The purpose of the elementary teacher education program is to prepare capable, dedicated, and concerned teachers who are committed to the intellectual, emotional, social, and physical growth of all children. Students need to understand and apply knowledge about human growth and development to the world of the classroom. Students are encouraged to develop observational skills and sound teaching practices that they can apply to their work with children in a variety of settings. They develop a sense of themselves as professional educators who can act as change agents in their schools. The College emphasizes the need for students to develop strong competencies in academic areas and communication skills.

Required professional education courses:

- Educ 200 American Education .........................................................3
- Educ 210 Child Development for Educators: Infancy through Adolescence .................................................................3
- Educ 210 Child Development for Educators: Infancy through Adolescence .................................................................3
- Educ 303 Health for Educators .................................................................3
- Educ 305 Assessment in Early Childhood .................................................................3
- Educ 309 Child, Family, and Community .................................................................3
- Educ 311 History and Philosophy of Early Childhood Education .................................................................3
- Educ 319 Exceptional Children and Youth .................................................................3
- Educ 321 Creative Arts in Education .................................................................3
- Educ 332 Pre-Primary Science, Math, and Social Concepts .................................................................3
- Educ 333 Primary Science, Math, and Social Concepts in ECE .................................................................3
- Educ 334 Language Development .................................................................3
- Educ 337 Literacy in ECE (Reading & Lang Arts) .................................................................6
- Educ 382 Early Childhood Special Education Methods .................................................................3
- Educ 385 Technology in the Classroom .................................................................3
- Educ 374 Student Teaching and Seminar in ECE: Preschool .................................................................6
- Educ 375 Student Teaching and Seminar in ECE: Kindergarten/Primary .................................................................6

Evidence of passing the Illinois Test of Basic Skills is required before enrolling in professional education courses. Students need to maintain a 2.5 out of 4.0 grade point average for all college work completed and complete an application for continuing enrollment after their first semester of study.

Field experience

Application for the two student teaching assignments required for pre-primary and primary, Educ 374 and 375, must be made with the advisor and director of field services two semesters prior to student teaching. A passing score on the Illinois early childhood subject matter test is required prior to student teaching. Applications for field experience assignments in Educ 221, Educ 333, Educ 337, Educ 382, and Sped 319 will be completed at the time of the first class session. Evidence of passing a fingerprint criminal background check must be presented at this time. Placements in diverse field sites are necessary.

Certification requirements

In order to qualify for Roosevelt University’s recommendation for the early childhood teaching certificate (Type 04), students must meet all requirements, including general education coursework, that are in effect at the time of their application for the certificate. Before issuing a certificate, the Illinois State Board of Education also requires satisfactory scores on the ICTS Basic Skills test, the Early Childhood subject matter test, and the Assessment of Professional Teaching (APT). Students must consult with their assigned faculty advisor to determine which courses (Roosevelt or transferred) are acceptable toward fulfillment of the Illinois requirements. Students graduating and applying for the early childhood education certificate must meet the following general education course requirements.

- Communication skills: written communication ........................................6
- Mathematics: Math 105 and a higher course (Math 115 is recommended) ..........6
- Science: must include biological and physical science; one must be a lab course ............................................................................7
- Humanities: English, history, literature, foreign language, fine arts, linguistics, philosophy. Must include American history ........................................9
- Social sciences: political science, economics, cultural geography, history, psychology, sociology. Must include American government ...............9
- Non-Western/Third World/Multicultural: humanities or social science course; Asia, Africa, Central/South America, or Native American or their descendants in the U.S. May also be counted in humanities or social science ..........3
- Academic concentration (nine sem hrs must be at the 300 level or above) ........18

Total general education hours ........................................55-58

Courses in American history or history may be applied toward either the humanities or the social science requirement. Great Ideas I and II are required if students enter Roosevelt University with fewer than 30 semester hours. Two liberal studies (Libs) courses are required if students enter Roosevelt with fewer than 90 hours. All students must complete Libs 201A, 201B, or 201C with a grade of C- or higher. All academic concentration courses require a grade of C- or higher, and a 3.0 grade point average overall in concentration courses is required.

For purposes of meeting the University’s general education requirements, Educ 303, Educ 210, Educ 321, and Educ 385, may be counted among the 80 semester hours outside the area of major concentration. The academic concentration in early childhood education consists of 18 hours of course work in one discipline, approved by the advisor. Nine semester hours in the area of concentration must be taken at the 300 level. The 18 semester hours in the area of concentration may not be used to meet general education requirements.
Read 323 Teaching Language Arts and Children’s Literature
in the Elementary School ..................................................3
Eled 325 Teaching Science in the Elementary School ...............3
Eled 327 Teaching Social Studies in the Elementary School .......3
Eled 361 Pre-Student-Teaching Field Experience ...................3
Eled 366 Student Teaching and Seminar in the Elementary School ..........6
Educ 385 Technology in the Classroom ................................3

Field experience
Field experiences involve urban and suburban placements and must include culturally diverse student populations.

Placement in student teaching is planned with consideration for each student's needs and interests. Each student is supervised by a College of Education faculty member as well as a resident, experienced teacher. Formal application is required approximately two semesters in advance of student teaching. It is open only to those students who have successfully completed all the appropriate general education, methods, and field experience courses as well as other certification requirements such as the subject area test required by Illinois state regulations.

Certification requirements
In order to qualify for Roosevelt University’s recommendation for the elementary teaching certificate (Type 03), students must meet all requirements, including general education course work, that are in effect at the time of their application for the certificate. Before issuing a certificate, the Illinois State Board of Education also requires satisfactory scores on the ICTS Basic Skills test, the Elementary subject matter test, and the Assessment of Professional Teaching (APT). Students must consult with their assigned faculty advisor to determine which courses (Roosevelt or transferred) are acceptable toward fulfillment of the Illinois requirements.

Students graduating and applying for the elementary education certificate must meet the following general education course requirements.

- Communication skills: written communication .................................. 6
- Mathematics: Math 105 and Math 115 are required .............................. 6
- Science: must include biological and physical science; one must be a lab course ................................................................. 7
- Humanities: English, history, literature, foreign language, fine arts, linguistics, philosophy. Must include American history ...................... 9
- Social sciences: political science, economics, cultural geography, history, psychology, sociology. Must include American government .................... 9
- Non-Western/Third World/Multicultural: humanities or social science course; Asia, Africa, Central/South America, or Native American or their descendants in the U.S. May also be counted in humanities or social science ............. 3
- Academic concentration (nine sem hrs must be at the 300 level or above) .......... 18
- Total general education hours ......... 55-58

Courses in American history or history may be applied toward either the humanities or the social science requirement. Great Ideas I and II are required if students enter Roosevelt University with fewer than 30 semester hours. Two liberal studies (Libs) courses are required if students enter Roosevelt with fewer than 90 hours. All students must complete Libs 201A, 201B, or 201C with a grade of C- or higher. All academic concentration courses require a grade of C- or higher, and a 3.0 grade point average overall in concentration courses is required.

For purposes of meeting the University’s general education requirements, Educ 303, Educ 210, Educ 321, and Educ 385, may be counted among the 80 semester hours outside the area of major concentration. The academic concentration in elementary education consists of 18 hours of course work in one discipline, approved by the advisor. Nine semester hours in the area of concentration must be taken at the 300 level. The 18 semester hours in the area of concentration may not be used to meet general education requirements.

Secondary Teacher Education

Grade 6 through Grade 12

The secondary teacher education program is designed for bachelor's degree candidates with appropriate academic majors who wish to become secondary teachers in business education, history, chemistry, biology, English, and mathematics. The student will pursue a minor in secondary education as a complement to the major area for certification. Evaluation of the equivalence of course work taken at other colleges and universities will be done by the appropriate department chairperson and/or the faculty advisor. It is recommended that students make an appointment with a major program advisor and with a secondary education advisor during the first semester at Roosevelt University. Specific approved program requirements are available from secondary education advisors.

Admission to program in secondary teacher education

Students wishing to pursue secondary teacher certification may not enroll for more than six hours of credit in education classes if they have not had their application approved by the secondary program faculty. Students transferring education credit from two-year colleges may request admission on probationary status. Transfer students must apply for continuing enrollment at the completion of their first semester at Roosevelt. Students seeking admission to the program in secondary teacher education must have the following:

- GPA of 2.7 out of 4.0 for all college work completed prior to the time of application; GPA of 2.5 for math and science majors.
- Successful completion of six semester hours in the professional education sequence, typically Educ 200 and Educ 210.
- A positive reference from a member of the secondary education faculty.
- A positive reference from the department chairperson of the student's major.
- Successful performance on the ICTS Basic Skills Test.

Required courses:

Educ 200 American Education .........................................................3
Educ 210 Child Development for Educators: Infancy Through Adolescence
or Psyc 215 Educational Psychology ........................................3
Field experience
Field experiences involve urban and suburban placements and must include culturally diverse student populations. Application for field experience assignments required for Sped 319, Seed 350, and Seed 360 must be made well in advance of registration. Students are enrolled in courses that include field experiences and are involved in classroom situations in a variety of ways: participant observation, tutorial, and large group activities. First-hand experience in the classroom is required. Some classes are held in public school sites.

Placement in student teaching is planned with consideration for each student’s needs and interests. Students must be formally enrolled in the secondary education program; have successfully completed all the appropriate general education, methods, and field experience courses; and satisfied the College requirements. In addition, students must have successfully passed the ICTS subject matter test in their major. Each student is supervised by a College of Education faculty member as well as a resident, experienced teacher. Student teachers may neither engage in outside employment nor take any additional course work while they are student teaching.

Certification requirements
Standards of academic competence are established and administered jointly by the major programs and the Department of Teacher Education. In order to qualify for Roosevelt University’s recommendation for the grades 6 through 12 high school teaching certificate (Type 09), students must meet all requirements, including general education course work specified by the College of Arts and Sciences or the Walter E. Heller College of Business Administration and by the Illinois State Board of Education, that are in effect at the time of their application for the certificate. Before issuing a certificate, the Illinois State Board of Education also requires satisfactory scores on the ICTS Basic Skills Test and the appropriate subject matter knowledge test(s), and the Assessment of Professional Teaching (APT). Students must consult a secondary education advisor to determine which courses (Roosevelt or transferred) are acceptable toward fulfillment of the Illinois requirements. Students completing the program and applying for the secondary education certificate must meet the general education requirements listed below.

Communication skills: written communication .................................................. 6
Mathematics: must be above Math 100 .............................................................. 3

Courses in American history or history may be applied toward either the humanities or the social science requirement. Great Ideas I and II are required if students enter Roosevelt University with fewer than 30 semester hours. Two liberal arts (Libs) courses are required if students enter Roosevelt with fewer than 90 hours. All students must complete Libs 201A, 201B, or 201C with a grade of C- or higher.

Special Education
Roosevelt’s program in special education is a Type 10, PreK–Age 21 program that leads to LBS1 special education certification and qualifies graduates to teach children with all areas of special education needs with the exception of sensory impairments and communication disorders. The LBS1 classification includes the former categories of learning disabilities, mental retardation, and severe emotional and behavior disorders and also includes the areas of other health impairments, traumatic brain injury, autism, and physical disabilities. In addition to a well-rounded general education program of study, undergraduate students who major in special education will be required to complete during their junior and senior years the sequence of professional courses given below.

Communications: must include biological and physical science ........................................ 6
Humanities: English, history, literature, foreign language, fine arts, linguistics, philosophy Must include American history .................................................. 9
Social sciences: political science, economics, cultural geography, history, psychology, sociology, women’s and gender studies.
Must include American government ................................................................. 9
Non-Western/Third World/Multicultural: humanities or social science course;
Asia, Africa, Central/South America, or Native American or their descend-
dants in the US. May also be counted in humanities or social science .................. 3
Total general education hours .................. 36-39

<table>
<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>Seed 301 Seminar in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Sped 319 Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>Seed 350 Field Experience in Secondary Education</td>
<td>4</td>
</tr>
<tr>
<td>Seed 360 Student Teaching and Seminar in the Secondary School</td>
<td>6</td>
</tr>
<tr>
<td>READ 339 for all English majors</td>
<td>3</td>
</tr>
<tr>
<td>One course in methods of teaching in major fields</td>
<td>3</td>
</tr>
<tr>
<td>Seed 321 Methods of Teaching Secondary Business Education</td>
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<tr>
<td>Seed 322 Methods of Teaching Secondary Science</td>
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<td>Seed 323 Methods of Teaching Middle School and Secondary Mathematics</td>
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<td>Seed 326 Methods of Teaching Secondary Social Studies</td>
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<td>Seed 327 Methods of Teaching Secondary English</td>
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<td>3</td>
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<td>Educ 210 Child Development for Educators: Infancy through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Sped 261 Initial Field Experience in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Sped 350 Technology in Special Education</td>
<td>3</td>
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<tr>
<td>Sped 303 Health for Educators</td>
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<tr>
<td>Educ 311 Adolescent Development</td>
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<tr>
<td>Sped 319 Exceptional Children and Youth</td>
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<tr>
<td>Read 320 Methods of Teaching Reading</td>
<td>6</td>
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<tr>
<td>Sped 321 Methods of Teaching Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Sped 340 Assessment in Special Education</td>
<td>6</td>
</tr>
<tr>
<td>Sped 342 Characteristics and Methods of Teaching Students with Disabilities: Focus on Cognition</td>
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</tr>
<tr>
<td>Sped 343 Characteristics and Methods of Teaching Students with Disabilities: Focus on Behavior</td>
<td>4</td>
</tr>
<tr>
<td>Sped 345 Characteristics and Methods of Teaching Students with Disabilities: Focus on Physical and Health-Related Impairments</td>
<td>4</td>
</tr>
<tr>
<td>Sped 346 Characteristics and Methods</td>
<td></td>
</tr>
</tbody>
</table>
Performing Arts

Chicago College of Performing Arts

Founded in 1997, Chicago College of Performing Arts of Roosevelt University brings together the professional degree programs in The Music Conservatory and The Theatre 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, the 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 of the Chicago College of Performing Arts is distinctively positioned to educate and train its students within a professional conservatory setting. The faculty of working professionals offers a program with a solid balance between academic courses and studio/performance work. The Theatre Conservatory is located in Roosevelt University’s Chicago campus, home of the acclaimed Auditorium Theatre and the blockbuster hits Les Miserables, Phantom of the Opera, Miss Saigon, and Show Boat. Centered within the heart of downtown Chicago, one of America’s greatest theatre cities and home to approximately 200 professional theatre companies, the campus is within walking distance of world class arts institutions such as the Goodman Theatre, The Chicago Symphony Orchestra, The Art Institute of Chicago, and the Lyric Opera.

The Theatre Conservatory offers major and minor degree programs for those who desire careers in theatre or musical theatre, intend to pursue graduate studies in these fields, or seek a liberal arts education with a major in theatre. Introductory level courses offer training in fundamental skills, while advanced courses help equip students with specific professional skills. Students intending to major in theatre or musical theatre should contact the coordinator for recruitment and student services at The Theatre Conservatory to schedule a required audition/interview time or to learn more about the programs.

Admission requirements

Admission to Roosevelt University does not necessarily include admission to The Theatre Conservatory. Eligibility is determined by audition, interview, and three letters of recommendation. Admission to all courses in The Theatre Conservatory is by consent of a theatre faculty advisor unless listed in the catalog as being for nonmajors. Transfer students must also audition and receive consent to take advanced theatre courses. Transfer credit in theatre will not be validated until after satisfactory completion of one semester at Roosevelt. Transfer students must complete at least 30 semester hours at Roosevelt.

Certification requirements

The special education program area requires satisfactory scores on the ICTS Basic Skills Test prior to enrolling in education course work, the LBS1 content area test prior to enrolling in student teaching, and the General Curriculum Test for Special Educators and the Assessment of Professional Teaching prior to certification. Students must consult a special education advisor to determine which courses (Roosevelt or transferred) are acceptable toward fulfillment of the Illinois requirements for certification. Students completing the program and applying for Type 10 certification must meet the general education requirements listed below.

Communication skills: Written communication .................................................. 6
Mathematics: Math 105 required, Math 115 recommended .............................. 6
Sciences: One biological and one physical science;
one course must include a lab ........................................................................... 7
Humanities: US history is required; other hours may be in English,
history, literature, foreign language, fine arts, or philosophy .......................... 9
Social Science: US government is required; other hours may be in
psychology, sociology, economics, political science, history,
cultural geography, or anthropology ............................................................... 9
Non-Western: Humanities or social science course; Asia, Africa
Central/South America, Native America or their descendents in the US ...... 3

Courses in history may be applied toward either the humanities or social science requirement. Great Ideas I and II are required if students enter Roosevelt with fewer than 30 semester hours. Two liberal studies courses are required if students enter Roosevelt with fewer than 90 semester hours. All students must complete Libs 201A, 201B, or 201C with a grade of C- or higher. Students who intend to teach at the middle school or secondary school level are strongly recommended to include an 18-semester-hour concentration in a teachable content area in addition to Educ 313 Foundations of Middle School.
Academic and performance policies

All Theatre Conservatory students are required to earn minimum grades of B- in all theatre courses required for graduation. Any grade lower than the grade of C in any theatre course or non-theatre course will not be considered a passing grade. Please note that the grade of C- will not be accepted.

Theatre and musical theatre majors are required to audition for all University theatre productions, to perform any role in which they are cast, and to complete technical obligations as assigned. Accordingly, all students enrolled in programs in The Theatre Conservatory should arrange their schedules to allow ample time for afternoon and evening rehearsals.

Attendance at theatre and music performances in the Chicago College of Performing Arts is required every semester of enrollment. All undergraduate theatre and musical theatre majors must successfully pass a minimum of six semesters of performance attendance to qualify for the bachelor's degree. Specific requirements are announced each semester.

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, Lifeline Theatre, The Court Theatre, as well as many other theatres in the Chicago area and throughout the nation. Qualified students may participate in internships in the areas of acting, directing, stage and arts management, design, theatre technology, business and marketing, public relations, development, and front of house.

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 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 from the program until sufficient health is regained.

Major in Theatre Leading to a BFA

Acting

This major requires a minimum of 110 semester hours of course work in theatre and music. The degree requires a minimum total of 134 semester hours.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Thar 099</td>
<td>Performance Attendance (six semesters required)</td>
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<tr>
<td>Thar 206, 207</td>
<td>Fundamentals of Acting I and II and Labs</td>
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<tr>
<td>Thar 270</td>
<td>Creative Process</td>
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<tr>
<td>Thar 225, 226</td>
<td>Intermediate Acting I and II</td>
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<td>Thar 292, 293</td>
<td>Theatre History and Literature I and II</td>
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<td>Thar 247</td>
<td>Introduction to Technical Theatre</td>
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<td>Thar 290</td>
<td>Introduction to Professional Theatre</td>
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<tr>
<td>Thar 220, 221, 231</td>
<td>Vocal and Physical Preparation I-III and Labs</td>
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<tr>
<td>Thar 232</td>
<td>Vocal and Physical Preparation IV: Shakespeare</td>
<td>3</td>
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<td>Thar 242</td>
<td>Vocal and Physical Preparation V: Stage Dialects</td>
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<td>Thar 303</td>
<td>Beginning Play Writing</td>
<td>3</td>
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<tr>
<td>Thar 341</td>
<td>Stage Management</td>
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<td>Thar 310</td>
<td>Stage Makeup</td>
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<td>Thar 330, 331</td>
<td>Acting on Camera I and II</td>
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<td>Thar 320</td>
<td>Acting for the Musical Stage I</td>
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<tr>
<td>Thar 388</td>
<td>Advanced Acting: Period Styles</td>
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<tr>
<td>Thar 370</td>
<td>Advanced Creative Process</td>
<td>3</td>
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<td>Thar 371, 372</td>
<td>Stage Combat I and II</td>
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<tr>
<td>Thar 375</td>
<td>Advanced Movement: Comedy and Character Techniques</td>
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<td>Thar 348</td>
<td>Stage Directing</td>
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<tr>
<td>Thar 381</td>
<td>Arts Management</td>
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<tr>
<td>Thar 383</td>
<td>American Theatre History: Dramatic Visions of Social Justice</td>
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<td>Thar 385</td>
<td>Performance Art I</td>
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<td>Thar 387</td>
<td>Shakespeare in Performance</td>
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<tr>
<td>Thar 393</td>
<td>Combat Specialty Class</td>
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<tr>
<td>Thar 340</td>
<td>Audition and Professional Issues</td>
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<tr>
<td>Thar 250/350</td>
<td>Rehearsal and Performance</td>
<td>var. sem. hours</td>
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<td>Perf 101</td>
<td>Group Singing</td>
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<tr>
<td>Voice</td>
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<td>var. sem. hours</td>
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<tr>
<td>Dance Technique</td>
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<td>var. sem. hours</td>
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<tr>
<td>Eng 101, 102</td>
<td>Composition</td>
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<tr>
<td>Libs 111, 112</td>
<td>Great Ideas</td>
<td>6</td>
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<tr>
<td>One course in literature</td>
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<tr>
<td>Additional courses chosen from the areas listed below.</td>
<td>3-12</td>
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<tr>
<td>African/African American studies, anthropology, English, foreign language, history, liberal studies, philosophy, political science, psychology, sociology, women's and gender studies, other subject areas with permission of advisor.</td>
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</table>
Major in Musical Theatre leading to a Bachelor of Fine Arts degree

**Acting**

This major requires a minimum of 118 semester hours in theatre and music-related courses. The degree requires a minimum total of 142 semester hours. Students with previous music theory and/or keyboard training may request the opportunity to test out of MUTC 100, 125, and/or 126. Students will replace any course from which they are exempted with electives.

- Thar 099 Performance Attendance (six semesters required) ........................................0
- Thar 206, 207 Fundamentals of Acting I and II and Lab ........................................6
- Thar 270 Creative Process .........................................................................................1
- Thar 225, 226 Intermediate Acting I and II .................................................................6
- Thar 292, 293 Theatre History and Literature I and II ...............................................6
- Thar 247 Introduction to Technical Theatre ..............................................................3
- Thar 290 Introduction to Professional Theatre .........................................................1
- Thar 220, 221 Vocal and Physical Preparation I and II and Labs .............................8
- Thar 232 Vocal and Physical Preparation IV: Shakespeare ........................................3
- Thar 242 Vocal and Physical Preparation V: Stage Dialects ......................................3
- Thar 303 Beginning Play Writing ...............................................................................3
- Thar 324 History of Musical Theatre ..........................................................................3
- Thar 310 Stage Makeup ............................................................................................3
- Thar 370 Advanced Creative Process .....................................................................3
- Thar 371 Stage Combat ............................................................................................3
- Thar 340 Audition and Professional Issues ..............................................................3
- Thar 320, 321, 322, 329 Acting for the Musical Stage I through V .................15
- Thar 326 Dance for the Musical Stage ....................................................................3
- Thar 380 Asian Theatre ...........................................................................................3
- Thar 383 American Theatre History: Dramatic Visions of Social Justice ............1
- Thar 388 Advanced Acting: Period Styles ...............................................................3
- Thar 250/350 Rehearsal and Performance .........................................................var. sem. hours
- Thar 327 Special Topics: Conditioning ..................................................................1
- Thar 328 Special Topics: Performing New Musicals ..............................................2
- Thar 328 Special Topics: Creating New Musicals ....................................................2
- MUSC 100 Fundamentals of Music Theory ............................................................2
- MUSC 125 Musicianship for the Singing Actor ....................................................3
- MUSC 126 Keyboard Skills for the Singing Actor .................................................3
- PER 116 Vocal Training and Ensemble for Musical Theatre ..............................2
- Musical Theatre Voice ...........................................................................................14
- Dance Techniques ..................................................................................................8
- ENG 101, 102 Composition .....................................................................................6
- LIB 111, 112 Great Ideas ........................................................................................6
- One course in literature .........................................................................................3
- Additional courses chosen from the areas listed below ......................................12

Concentration in design/technical theatre and stage management

Theatre majors seeking more extensive experience in design/technical theatre and stage management may elect a concentration of courses designed to provide them with additional coursework in these areas. Thar 247 and 341 are already required in BFA degree programs. The 18 semester hours required for this concentration are listed below.

- Thar 247 Introduction to Technical Theatre .........................................................3
- Thar 341 Stage Management ...............................................................................3
- Thar 360 Sequence: Scenery, Lighting, Costume Design ......................................9
- Thar 342 Studies in Theatre Production: Special Topics .......................................3

Minor in theatre

The requirements for a minor in theatre are 18 semester hours in theatre courses, as listed below, with grades of C or higher. Please note that the grade of C- will not be accepted.

- Thar 099 Performance Attendance (four semesters required) .........................0
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 the Chicago College of Performing Arts. All programs in The Music Conservatory are accredited by the National Association of Schools of Music (NASM), of which it is a founding member.

Today, the mission of The Music Conservatory is to prepare students to meet the highest professional standards as performers, teachers, and composers. The goals of The Music Conservatory are to do the following:

- Develop students’ individual professional excellence.
- Provide a comprehensive education in music and related fields.
- Acquaint all students with past musical traditions and with the music of today.
- Stress creative performance and skills.
- Broaden the base of participation in the musical life of the city and nation.

The Music Conservatory is organized into program areas coordinated by the director. Curricula with a major in piano, string (including guitar), wind, or percussion instruments, voice, composition, music education, and jazz studies lead to the degree of Bachelor of Music. Students may also undertake one of four five-year programs to earn a Bachelor of Music degree with a double major in guitar performance and music education/choral concentration, piano performance and music education/choral concentration, voice performance and music education/choral concentration, or instrumental performance and music education/instrumental concentration. An individualized program of studies in music combined with course work in a second discipline leads to the Bachelor of Musical Arts degree.

Dance

Dance classes in ballet, jazz, modern, tap, African, and hip hop are available to all Roosevelt University students at the Lou Conte Dance Studio, 1147 West Jackson (at Racine). Instructor consent is required for all classes beyond the basic level. For more information, call 312-341-3719.

Scholarships and awards

A number of special music scholarships are granted each year by on the basis of merit, ability, financial need, and departmental needs without regard to race, religion, place of residence, national origin, or age. Detailed information is available from the coordinator for recruitment and student services at The Music Conservatory. The priority application deadline for these music awards is January 15.
Requirements for Bachelor’s Degrees

Students seeking the Bachelor of Music degree may major in performance (piano, guitar, orchestral instrument, or voice), composition, jazz studies (vocal or instrumental), or music education (choral or instrumental). Students seeking the Bachelor of Musical Arts degree follow a curriculum of core and individualized studies.

Degrees are conferred upon regular students in good standing who have met the following requirements:

- At least 120 semester hours of credit, following the curriculum for the major field, with a grade point average of at least 2.0 (2.5 in music education) and with core and major course grades that satisfy program requirements.
- University Writing Requirement.
- Six semesters of satisfactory performance attendance.
- One of the following (depending on the major):
  - Performance major: junior recital of at least 30 minutes of music (piano majors, 45 minutes), to be performed during the last semester of the junior year; senior recital of at least 60 minutes of music, to be performed during the last semester of the senior year. For jazz performance majors, only the senior recital is required. The senior recital may not be scheduled until 90 semester hours of course work toward the degree have been completed.
  - Composition major: senior recital of at least 40 minutes of original compositions.
  - Music education major: a senior recital including both solo performance and a conducting component, and satisfactory completion of student teaching.
  - Bachelor of Musical Arts degree: individually designed senior project.

The last two years (no less than 60 semester hours) toward a Bachelor of Music or Bachelor of Musical Arts degree must be earned at The Music Conservatory or Roosevelt University in order to qualify for the degree.

Academic and performance policies

Academic policies, practices, and requirements are published each year in the Music Conservatory Student Handbook. The following areas are of particular importance.

Ensembles

The Music Conservatory stresses the importance of ensemble performance by requiring all majors to participate in ensembles for credit toward the degree. Refer to the descriptions of each major for details. Enrollment in ensembles is subject to placement and assignment. Degree-seeking students are required to participate in all ensembles to which they are assigned by the director. Students who receive permission to enroll for noncredit in any ensemble will receive a grade; they must complete the same requirements as students enrolled for credit.

Bachelor of Music Degree

Students from other departments in the University may audition for performing ensembles and, if accepted, may participate with or without credit.

Attendance and absence

Regular and punctual attendance at classes, ensemble rehearsals, and lessons is the academic equivalent of a recognized standard of professional conduct, without which it is not possible to maintain a career in music. The Music Conservatory’s attendance policies are designed to foster a professional’s sense of responsibility in regards to all school-related commitments and obligations.

Many classes have an attendance requirement, which will appear in the syllabus. Students should be aware, however, that attendance is always expected, even if it does not constitute a portion of the grade. Students should notify their instructors if they are unable to attend classes (e.g., for reasons of illness), and should make up missed assignments promptly.

Because membership in a performing ensemble entails a responsibility to the director, the other students in the ensemble, and to the Conservatory itself, school functions take precedence over outside activities. Students are expected to attend all rehearsals and performances. Excused absences from rehearsals may occasionally be granted (e.g., for competitions, auditions, and professional performance opportunities, or serious illness) with appropriate advance notice and documentation. All absence requests are handled by the Assistant Dean for Performance; procedures for requesting excused absences are published by the Performance Activities Office at the beginning of each academic year.

Similarly, perfect attendance in applied music subjects (private lessons) is expected. If a student must cancel a lesson for unavoidable reasons, the instructor should be given at least 24 hours notice when possible. Failure to notify the applied instructor by 9:00 a.m. on the day of the lesson removes any obligation on the part of the teacher to make up the lesson. Regularly scheduled lessons falling on school holidays will be made up; the student is responsible for making the necessary arrangements. Any student who misses three lessons without properly notifying the instructor will receive an immediate failing grade for the semester. An applied music course will also be assigned a failing grade if the student does not appear for the required jury examination at the end of the semester.

Performance classes, recitals, and concerts

Departmental performance classes and regular student recitals afford students the opportunity of gaining experience and poise in public appearances. Attendance at departmental performance classes is required of all undergraduate majors in applied music.

All undergraduate students must fulfill a performance attendance requirement. Students must attend a minimum of eight college-sponsored performances per semester for six semesters. Specific requirements are announced each semester. Transfer students will be credited with up to four semesters of performance attendance in accordance with their status at the time of entrance into The Music Conservatory.
The lower and upper divisions

The program of undergraduate study in each department of The Music Conservatory is divided into lower and upper divisions.

**Lower division:** The first two years of study (freshman and sophomore) offer the student a well-rounded basic instruction in music and are relatively similar for all students. This serves to orient the student in the major field of interest and ability and permits a change of major without great loss of credits. All degree programs include a common core of two-year sequences in musicianship and music history and one semester of conducting.

At the conclusion of the fourth semester (or the equivalent for transfer students), students will be reviewed to confirm that they have completed these foundation courses in a satisfactory manner. Satisfactory progress is defined as grades of B- or higher in applied music 214, 274, or 204, courses in the major, and ensembles; completion of all undergraduate core courses attempted; and a cumulative grade point average of at least 2.0 (2.5 for music education majors).

**Upper division:** The last two years of study (junior and senior) concentrate on the student's field of specialization. If approved for entrance into the upper division, students will continue their studies according to the requirements of the program.

Bachelor of Music Degree

**Major in Piano Performance leading to a Bachelor of Music degree**

The program is designed to prepare the student for a career as a performer, both as a soloist and collaborative artist (accompanist and chamber musician), and to prepare the student for graduate study. The curriculum requires a total of 122 semester hours and emphasizes study and performance of standard piano literature, encompassing all major stylistic periods. At the completion of the second year the student must receive a minimum grade of B- in Piano 214 to be admitted to the upper division. In the upper division (Piano 311-314), grades of B- or higher are required in all courses.

- Perf 099 Performance Attendance (six semesters required) ........................................ 0
- Piano 200 (seven semesters required) ........................................................................... 32
- Piano 300 Piano Performance Class (eight semesters required) ................................. 32
- Piano 211-214, 311-314 ................................................................................................. 12
- Piano 215 Technique Examination ................................................................................ 0
- Mta 304 Counterpoint
- Mta 305 Form and Analysis .......................................................................................... 3
- Muhl 251-254 History of Music ...................................................................................... 12
- Muhl 318 Keyboard Literature ....................................................................................... 3
- Muhl 319 Art Song Literature ......................................................................................... 3
- Perf 240 Elements of Conducting .................................................................................. 2
- Mpe 361, 362 Piano Pedagogy ....................................................................................... 6
- Perf 230-232 Keyboard Studies I-III .............................................................................. 6

Major in Classical Guitar leading to a BM degree

This program requires 120 semester hours. It is designed to prepare the student for a career as a solo or ensemble performer and as a teacher. At the completion of the second year, a student must receive a minimum grade of B- in Guitar 214 to be admitted to the upper division. In the upper division, the student must receive not less than a grade of B- for each course in guitar.

- Choral ensemble ......................................................................................................... 2
- Ens 245 Principles of Collaborative Piano ................................................................. 2
- Ens 246 Practicum in Collaborative Piano ................................................................. 2
- Ens 250 Piano Ensemble ................................................................~~~~~~~~~~~~~~~~...... 2
- Ens 307 Chamber Music ............................................................................................. 2
- Eng 101, 102 Composition ......................................................................................... 6
- Academic (nonmusic) electives .................................................................................. 24

Major in Voice leading to a BM degree

The program leading to a major in voice requires a total of 120 semester hours. It is designed to prepare the student to become a performer and/or a studio voice teacher.

At the completion of the second year the student must receive a minimum grade of B- in Voice 214 to be admitted to the upper division. In the upper division (Voice 311-314), grades of B- or higher are required in all courses.

- Perf 099 Performance Attendance (six semesters required) ........................................ 0
- Voi 211-214, 311-314 ................................................................................................ 32
- Voi 100 Freshman Performance Class (two semesters required) .............................. 0
- Voi 200 Sophomore Performance Class (two semesters required) ............................ 0
- Voi 300 Junior/Senior Performance Class (four semesters required) ....................... 0
- Muhl 251-254 History of Music .................................................................................. 12
- Mta 305 Form and Analysis ....................................................................................... 3
- Muhl 319 Art Song Literature ..................................................................................... 3
- Perf 240 Elements of Conducting ............................................................................... 2
- Perf 221-224 Diction for Singers ............................................................................... 4
- Perf 330 Senior Seminar in Music Pedagogy .............................................................. 1
- Perf 325 or 326 or 327 Opera Studies .......................................................................... 2
- Ens 205 Women's Chorus or 201 Conservatory Choir ............................................... 8
- English 101-102 ......................................................................................................... 6
- Three foreign languages; those listed below are recommended ................................ 12
  - Ital 101, 102; Fren 101; Germ 101
  - Thor 101 Physical Preparation for Voice Majors ...................................................... 2
  - Thor 206, 207 Fundamentals of Acting ................................................................... 4
  - Thor 225, 226 Intermediate Acting ......................................................................... 4
  - Thor 247 Introduction to Technical Theatre .............................................................. 3
  - Thor 384 Interpretation of Literature: Non-Dramatic Texts ..................................... 2
Performing Arts

Major in Woodwind, Brass, and Percussion Instruments leading to a BM degree

The program for flute, oboe, clarinet, bassoon, trumpet, horn, trombone, tuba, and percussion instruments requires 120 semester hours. It is designed to prepare the student as a performer and/or a teacher.

At the completion of the student's second year, he/she must receive a minimum grade of B- in Applied Music 214 to be admitted to the upper division. In the upper division, the candidate must not receive a grade lower than B- for each course in the major instrument.

Perf 099 Performance Attendance (six semesters required) .............................. 0
Maj 200 Performance Class (eight semesters required) ................................. 32
Musc 121 A-C, 122 A-C, 221 A-C, 222 A-C Musicianship ............................ 20
Muhl 251-254 History of Music ............................... 12
Perf 240 Elements of Conducting ................................................................. 2
Mta 305 Form and Analysis ................................................................. 3
Perf 334 History & Development of the Guitar and its Repertory ............. 3
Mpe 365 Guitar Pedagogy ........................................................................ 3
Music elective (nonmajor subject) .............................................................. 3
Ens 205 or 201 Vocal Ensemble ................................................................. 2
Ens 209 Classical Guitar Ensemble ............................................................ 5
Eng 101-102 Composition ...................................................................... 6
Foreign language ................................................................................... 6
Academic (nonmusic) electives .............................................................. 18

Major in Violin, Viola, Cello, Double Bass, and Harp leading to a BM degree

The program requires a total of 120 semester hours. It is designed to prepare the student for a career as a performer and/or a teacher.

At the completion of the second year, the student must receive a minimum grade of B- in Applied Music 214 to be admitted to the upper division. In the upper division the candidate must receive an average of B- for each semester in his/her major instrument.

Perf 099 Performance Attendance (six semesters required) .............................. 0
Perf 380 String Performance Class (eight semesters required) .............................. 32
Musc 121 A-C, 122 A-C, 221 A-C, 222 A-C Musicianship ............................ 20
Muhl 251-254 History of Music ................................................................ 12
Mta 305 Form and Analysis ................................................................... 3
Muhl 337 Orchestral Literature ................................................................. 3
Muhl 339 Chamber Music Literature ......................................................... 3
Perf 240 Elements of Conducting ............................................................. 2
Perf 215 Advanced Studies in Rhythm and Intonation ............................. 2
Perf 330 Senior Seminar in Music Pedagogy ............................................. 1
Ens 202 Orchestra .................................................................................. 8
Ens 307 Chamber Music/Small Ensemble ................................................. 4 (minimum)
Eng 101, 102 ....................................................................................... 6
Academic (nonmusic) electives ............................................................. 24

Major in Jazz Studies leading to a BM degree

The objectives of the program are to develop an understanding of the place of jazz music in our culture and to provide skills that will help the graduate find a place in the professional and academic arenas of jazz and related fields.

These programs require 130 semester hours. Bass, guitar, drumset, piano, saxophone, trumpet, trombone or voice may be used as the major applied subject. At the completion of the student's second year he/she must receive a minimum grade of B- in Applied Music 274 in the major area to be admitted to the upper division. In the upper division, the candidate must not receive a grade lower than B- for each course in the major area. In addition, students must maintain a B- average in jazz studies courses. A grade lower than C- in any jazz studies course will be considered a failing grade.

Instrumental performance

Perf 099 Performance Attendance (six semesters required) .............................. 0
Jazz 200 Jazz Forum (eight semesters required) ............................................. 32
Jazz Studies Instrument 271-274, 371-374 .............................................. 28
Jazz 301, 302 Advanced Improvisation .................................................... 4
Muhl 251-254 History of Music ............................................................... 12
Performing Arts

111 Academic Departments

Each class, and should have completed the musicianship sequence. The student will also submit a portfolio of works, including scores, recordings, programming, or other media for review by the department. During the senior year, the student will present a recital of original compositions including program notes. The recital must consist of at least 40 minutes of music representative of the student’s work in the program and approved by the primary composition instructor.

A minimum grade of B- is required in all 300-level Mcmp courses. A grade lower than C- in any 300-level course in the department is considered a failing grade.

Major in Music Education leading to a Bachelor of Music degree

The goal of the program is to help students gain an understanding of music and the relationship of music to the education of students in elementary and secondary schools. Preparing to teach music in the public schools requires first and foremost the development of competent musicianship, which enables students to construct meaningful musical experiences to instill long-lasting musical values as part of their own teaching. Students are also grounded in the principles of child development, psychology, and philosophy, which prepare them to establish an environment for relevant, sequenced, age-appropriate experiences, assessed in ways that are authentic and reflect the musical progress of the child. Extensive background in general education prepares the student to be a contributing member of the total educational system, able to thrive in the cultural diversity which characterizes today’s schools. Lastly, the undergraduate experience culminates in practical self-realization, enabling the individual to make informed, realistic decisions while engaged in the teaching profession.
The curriculum meets the certification requirements for the State of Illinois. Graduates of this program are entitled to Roosevelt University's recommendation for the K-12 special certificate in music. In order to qualify for Roosevelt University's recommendation for a certificate, all requirements in effect at the time of application must be met, including satisfactory scores on the Illinois Certification Testing System Basic Skills test and the music subject matter knowledge test. The curriculum is fully certified by the National Council for the Accreditation of Teacher Education, which entitles graduates to reciprocity in certification in many other states. Graduates of the program are certified to teach all types of music classes in the elementary and secondary schools.

Students choose an emphasis either in choral music education (127 semester hours) or instrumental music education (129 semester hours). General education, professional education, and music core requirements are the same for both emphases. Specific requirements for each emphasis are listed below. Any grade lower than C- in a student's applied area, in education, or in music education is considered a failing grade.

**General education:**
- Eng 101, 102 ........................................................................................................... 6
- Humanities electives (Libs 111 and 112 suggested) .................................................. 6
- Math 105 or higher .................................................................................................... 3
- Science (one biological and one physical science; include one lab course) ............... 7
- Hist 106 or 107 United States History ..................................................................... 3
- Pos 101 United States Politics .................................................................................. 3
- Psy 103 General Psychology .................................................................................... 3
- Non-Western humanities or social science elective ................................................... 3
- Educ 200 American Education ................................................................................. 3

**Professional education:**
- Educ 210 Child Development .................................................................................. 3
- Sped 319 Exceptional Children and Youth ......................................................... 3

**Music education:**
- Me 149 Seminar in Music Education ........................................................................ 1
- Me 200 Music Education Lab (participation required for all majors in semesters three through seven) ................................................................. 0
- Me 349 Philosophy of Music Education .................................................................. 3
- Me 350 Teaching Elementary/General Music ......................................................... 3
- Me 351 Issues in Music Education .......................................................................... 3
- Me 243 Conducting: Art and Technique .................................................................. 3
- Me 310 Student Teaching ......................................................................................... 5-12

**Music core:**
- Muhl 251, 252, 253, 254 History of Music ................................................................. 12
- Applied Music 201, 202, 203, 204, 301, 302, 303 ...................................................... 14

**Choral emphasis:**
- Pia 201 Intermediate Level or Perf 156 Beginning Guitar ...................................... 2
- Me 160 Instrumental Methods for Choral Music Education ................................... 2
- Me 311, 312 Choral Methods for Jr/Sr High School .............................................. 6
- Me 338 Repertory and Arranging for Vocal/Choral Performance .......................... 3

**Instrumental emphasis:**
- Me 152, 153, 154, 155 Instrumental Methods ....................................................... 4
- Me 161 Choral Methods for Instrumental Music Education .................................. 2
- Me 313, 314 Instrumental Methods for Jr/Sr High School .................................... 6
- Mta 301 Instrumentation/Orchestration .................................................................. 3

**Five-Year Double Majors Programs**

**Double Major in Piano Performance and Music Education/Choral Concentration leading to a Bachelor of Music degree**

**General education/professional/education:**
- Eng 101 Introduction to Composition .................................................................... 3
- Eng 102 Argumentation, Analysis, Research ......................................................... 3
- Psy 103 General Psychology ................................................................................... 3
- Pos 101 United States Politics .................................................................................. 3
- History 106 The United States to 1865 or History 107 The United States Since 1865 ... 3
- Math 105 or higher ................................................................................................. 3
- Science (one biological and one physical science; include one lab course) .............. 7
- Two humanities courses ......................................................................................... 6
- Non-Western course ............................................................................................... 3
- Educ 200 American Education ................................................................................. 3
- Educ 210 Child Development for Educators: Infancy Through Adolescence ......... 3
- Sped 319 Exceptional children and Youth ............................................................. 3

**Music core:**
- Musc 121, 122, 221, 222 Musicianship I-IV ............................................................. 12
- Muhl 251, 252, 253, 254 History of Music ................................................................. 12

**Performance major:**
- Pia 211, 212, 213, 214, 311, 312, 313, 314 ................................................................. 32
- Pia 200 (seven semesters required) .......................................................................... 0
- Pia 215 Technique Examination .............................................................................. 0
- Pia 300 Piano Performance (eight semesters required) .......................................... 0
- Perf 230, 231, 232 Keyboard Studies I-III ............................................................... 6
Double Majors

Performance major:

- Voi 211, 212, 213, 214, 311, 312, 313, 314 ............................................................ 32
- Voi 100 Freshman Performance Class (two semesters required) ........................ 0
- Voi 200 Sophomore Performance Class (two semesters required) ...................... 0
- Voi 300 Junior/Senior Performance Class (four semesters required) .................. 0
- Perf 221, 222, 223, 224 English, Italian, German, French Diction .................... 4
- Thor 101 Physical Preparation for Voice Majors .................................................. 2
- Foreign language ......................................................................................... 6
- Thor 206, 207 Fundamentals of Acting for Nonmajors .................................... 4
- Ens 205 Women's Chorus ........................................................................... 6

Music education major:

- Me 149 Seminar in Public School Music ......................................................... 1
- Me 160 Instrumental Methods for Choral Music Education Majors .................. 2
- Me 161 Choral Methods for Instrumental Music Education Majors .................. 2
- Perf 101 Beginning Voice ............................................................................... 3
- Me 243 Conducting: Art and Technique .......................................................... 3
- Me 311 Choral Methods for Elementary and Junior High School ..................... 3
- Me 312 Choral Methods for Senior High School ............................................. 3
- Me 338 Repertory and Arranging ................................................................... 3
- Me 349 Philosophy of Music Education .......................................................... 3
- Me 350 Music in the Elementary School ........................................................ 3
- Me 351 Issues in Music Education .................................................................. 3
- Me 310 Student Teaching and Seminar in Music .......................................... 5

Double Major in Voice Performance and Music Education/Choral Concentration leading to a Bachelor of Music degree

General education/professional/education:

- Eng 101 Introduction to Composition ............................................................. 3
- Eng 102 Argumentation, Analysis, Research .................................................. 3
- Psyc 103 General Psychology ......................................................................... 3
- Pos 101 United States Politics ......................................................................... 3
- History 106 The United States to 1865 .......................................................... 3
- History 107 The United States Since 1865 ..................................................... 3
- Math 105 or higher ........................................................................................ 3
- Science (one biological and one physical science, including one lab course) .... 7
- Non-Western course ...................................................................................... 3
- Educ 200 American Education ..................................................................... 3
- Educ 210 Child Development for Educators: Infancy Through Adolescence .... 3
- Sped 319 Exceptional children and Youth .................................................... 3

Music core:

- Musc 121, 122, 221, 222 Musicianship I-IV .................................................. 20
- Muhl 251, 252, 253, 254 History of Music ...................................................... 12

Double Majors

Performance major:

- Voi 211, 212, 213, 214, 311, 312, 313, 314 ............................................................ 32
- Voi 100 Freshman Performance Class (two semesters required) ........................ 0
- Voi 200 Sophomore Performance Class (two semesters required) ...................... 0
- Voi 300 Junior/Senior Performance Class (four semesters required) .................. 0
- Perf 221, 222, 223, 224 English, Italian, German, French Diction .................... 4
- Thor 101 Physical Preparation for Voice Majors .................................................. 2
- Foreign language ......................................................................................... 6
- Thor 206, 207 Fundamentals of Acting for Nonmajors .................................... 4
- Ens 205 Women's Chorus ........................................................................... 6

Music education major:

- Me 149 Seminar in Public School Music ......................................................... 1
- Me 160 Instrumental Methods for Choral Music Education Majors .................. 2
- Pia 201 ......................................................................................................... 2
- Me 243 Conducting: Art and Technique .......................................................... 3
- Me 311 Choral Methods for Elementary and Junior High School ..................... 3
- Me 312 Choral Methods for Senior High School ............................................. 3
- Me 338 Repertory and Arranging ................................................................... 3
- Me 349 Philosophy of Music Education .......................................................... 3
- Me 350 Music in the Elementary School ........................................................ 3
- Me 351 Issues in Music Education .................................................................. 3
- Me 310 Student Teaching and Seminar in Music .......................................... 5

Double Major in Guitar Performance and Music Education/Choral Concentration leading to a Bachelor of Music degree

General education/professional/education:

- Eng 101 Introduction to Composition ............................................................. 3
- Eng 102 Argumentation, Analysis, Research .................................................. 3
- Psyc 103 General Psychology ......................................................................... 3
- Pos 101 United States Politics ......................................................................... 3
- History 106 The United States to 1865 .......................................................... 3
- History 107 The United States Since 1865 ..................................................... 3
- Math 105 or higher ........................................................................................ 3
- Science (one biological and one physical science; include one lab course) .... 7
- Two humanities courses (Libs 111, 112 recommended) .................................. 6
- Non-Western course ...................................................................................... 3
- Educ 200 American Education ..................................................................... 3
- Educ 210 Child Development for Educators: Infancy Through Adolescence .... 3
- Sped 319 Exceptional children and Youth .................................................... 3
Double Majors

**Performing Arts**

Sped 319 Exceptional children and Youth ............................................................3

**Music core**

Musc 121, 122, 221, 222 Musicianship I-IV .......................................................... 20
Muhl 251, 252, 253, 254 History of Music ............................................................. 12

**Performance major**

Guit 211, 212, 213, 214, 311, 312, 313, 314 ............................................................ 32
Guit 300 Performance Class (eight semesters required) ...................................... 0
Ens 209 Classical Guitar Ensemble ........................................................................ 2
Ens 205 Women’s Chorus
  or Ens 201 Conservatory Choir ....................................................................... 6
Mutc 107, 207 Guitar Harmony I-II .................................................................... 2
Perf 101 Beginning Voice ..................................................................................... 3
Perf 334 History & Development of the Guitar and its Repertory
  or Mta 305 Form and Analysis ....................................................................... 3

**Music education major**

Me 149 Seminar in Public School Music ............................................................... 1
Me 160 Instrumental Methods for Choral Music Education Majors .................. 2
Me 161 Choral Methods for Instrumental Music Education Majors ................. 2
Perf 101 Beginning Voice ..................................................................................... 3
Me 243 Conducting: Art and Technique ............................................................. 3
Me 311 Choral Methods for Elementary and Junior High School .................... 3
Me 312 Choral Methods for Senior High School ................................................. 3
Me 338 Repertory and Arranging ........................................................................ 3
Me 349 Philosophy of Music Education ............................................................... 3
Me 350 Music in the Elementary School ............................................................. 3
Me 351 Issues in Music Education ...................................................................... 3
Me 310 Student Teaching and Seminar in Music .................................................. 5

**Double Major in Orchestral Instrument Performance and Music Education/Instrumental Concentration leading to a Bachelor of Music degree**

**General education/professional/education:**

Eng 101 Introduction to Composition .................................................................. 3
Eng 102 Argumentation, Analysis, Research ..................................................... 3
Psyc 103 General Psychology ............................................................................. 3
Pos 101 United States Politics ............................................................................ 3
History 106 The United States to 1865
  or History 107 The United States Since 1865 .............................................. 3
Math 105 or higher ............................................................................................. 3
Science (one biological and one physical science; include one lab course)........ 7
Two humanities courses .................................................................................... 6
Non-Western course ........................................................................................ 3
Educ 200 American Education .......................................................................... 3
Educ 210 Child Development for Educators: Infancy Through Adolescence .... 3

**Minor in Music Theory**

A 15 semester hour minor in music theory is available to students pursuing the Bachelor of Music degree in any major field. Students may use courses already required for their major towards fulfillment of the minor in music theory. The completion of Mcmp 211 and four additional courses (may include Mcmp 212, 300-level Mta coursework, independent study, and/or graduate-level coursework, with permission of the department) with a grade of C- or better in each course fulfills the requirement for the minor.

**Minor in Music History**

A 15 semester hour minor in music history is available to students pursuing the Bachelor of Music degree in any major field. Students may use courses already required for their major towards fulfillment of the minor in music history. Completion of five 300-level Muhl courses (may include independent study and/or graduate-level coursework, with permission of the department) with a grade of C- or better in each course fulfills the requirement for the minor.
Bachelor of Musical Arts Degree
The Bachelor of Musical Arts degree is an interdisciplinary program requiring 122 semester hours of course work. The degree is designed for students with strong academic background who wish to combine the study of music with an emphasis in a second field. Students’ programs are individualized according to their interests and culminate in a senior project that melds their work in music with their second discipline. A grade point average of at least 3.0 is required for admission into the program.

Music requirements:
- Applied music ................................................................. minimum of 8
- Musicianship ................................................................. 20
- Music history .................................................................. 12
- Ensemble ........................................................................ minimum of 2
- Senior project supervised by faculty ......................... 3
- Guided electives in music, chosen in consultation with faculty advisors according to area of focus ..................................... 25

General education requirements:
- Eng 101, 102 ................................................................. 6
- Libs 111, 112 Great Ideas ................................................. 6
- Libs 201 Writing Social Justice ..................................... 3
- Signature Course ......................................................... 3
- Mathematics ................................................................. 3
- Social science or humanities courses (depending on area of focus) ......... 6
- Science ................................................................................. 7

Six hours of foreign language are recommended. This may be counted in fulfillment of the humanities requirement or as part of the second emphasis if that is of an interdisciplinary nature.

Requirements for second emphasis/minor:
- Six courses in one of the areas listed below ............................. 18
  - African/African American Studies, art, history, international studies, literature, North American studies, philosophy, psychology, social justice, sociology, theatre, women's and gender studies

Bachelor of Arts in Criminal Justice and the Fast-Track Adult Bachelor of Professional Studies in Criminal Justice Leadership
The Bachelor of Arts in Criminal Justice, the Adult Fast Track Bachelor of Professional Studies in Criminal Justice Leadership, and the Certificate in Criminal Justice prepare students for leadership roles within the criminal justice field. These degree programs are designed both for criminal justice professionals seeking advancement and those who wish to become criminal justice professionals.

The programs prepare students for supervisory and management roles in such areas as policing, homeland security, courts, corrections, juvenile justice, child and victim advocacy, security and associated support agencies. The courses cover contemporary issues facing the decision-makers of the American criminal justice system, with an emphasis on the skills necessary to become an effective leader.

Students learn how a society maintains social control while protecting individual rights and
how to apply the constitution to everyday life. Students discuss what causes criminal behavior, and what makes effective crime policy. They learn how to control, deter and punish crime and they understand the role of police, prosecutors, the courts, defense attorneys, juries, jails and prisons.

The major is divided into three components: a lower division 18-hour core that serves as a basis for the fundamentals of criminal justice and is consistent with IAI guidelines; an upper division 15-hour core requirement; and a six-hour criminal justice elective component. The major includes a capstone course designed to identify and analyze “real-life” issues facing criminal justice agencies, as well as techniques for developing and proposing solutions to constituents.

**Lower Division Core Requirements (18 credit hours –Meets IAI Guidelines)**

- CJL 200 Introduction to Criminal Justice (3) IAI – CRJ 901
- CJL 210 Introduction to Policing (3)
- CJL 220 Juvenile Justice (3) IAI – CRJ 914
- CJL 230 Introduction to Corrections (3) IAI – CRJ 911
- CJL 240 Introduction to Criminology (3) IAI – CRJ 912
- CJL 250 Criminal Law (3) IAI – CRJ 913

**Upper Division Core (15 credit hours)**

- CJL 305 Research Methods (3)
- CJL 310 Ethics & Diversity in Criminal Justice (3)
- CJL 330 Criminal Justice & the Constitution (3)
- CJL 356 Principles of Criminal Behavior (3)
- CJL 390 Senior Seminar (3)

**Electives (Select either two three-credit hour courses or one three-credit hour course and three one-credit hour courses for a total of six (6) credit hours)**

- CJL 355 Crime in America (3)
- CJL 360 Community-Based Corrections (3)
- CJL 365 White-Collar Crime (3)
- CJL 368 Criminal Justice Administration (3)
- CJL 381 Death Penalty in America (3)
- CJL 382 Criminal Investigation (3)
- CJL 383 Technology in Criminal Justice (3)
- CJL 384 Profiling (3)
- CJL 389 Topics in Criminal Justice (3)
- CJL 391 Criminal Justice and Terrorism (1)
- CJL 393 Private Security(1)
- CJL 394 Emergency Response and Disaster Management(1)
- CJL 395 Drugs and Crime (1)
- CJL 396 Comparative Criminal Justice (1)
- CJL 397 Investigating Child Abuse and Neglect (1)
- CJL 398 Organized Crime (1)

**Other Requirements for the Bachelor of Arts in Criminal Justice (BACJ)**

- University Writing Requirement (6 credit hours)
- Mathematics proficiency equivalent to Math 100 by course completion or Roosevelt placement.
- Three courses in each of the three areas of social sciences, natural sciences, and humanities (27 credit hours)
- CST 100 Essential PC Skills or proficiency credit (3 credit hours)
- Specialty Area (12 credit hours). All four courses must be selected from one specialty area. Recommended areas include:
  - Political Science
  - Sociology
  - Psychology
  - Organizational Leadership
  - History
  - General Electives: courses must be selected from any area to complete the 120 credit-hour requirement.

**Bachelor of Science in Hospitality and Tourism Management and the Bachelor of Professional Studies in Hospitality and Tourism Management**

**The Manfred Steinfeld School of Hospitality and Tourism Management: World Class Education in a World-Class City**

No better place exists to learn this industry than the Chicago metropolitan area with its wealth of world-class hotels and restaurants and its rich blend of ethnic cultures and cuisines, arts and entertainment, sports and recreation. With offices overlooking several of Chicago’s major tourism destinations, and in suburban Schaumburg, the School offers an undergraduate program and the only graduate program in Illinois preparing students for management and leadership careers in the hospitality and tourism industry.

Roosevelt’s Hospitality program prepares students in three areas of emphasis: lodging management; food and beverage management; and meeting, events, convention, and exhibition management. Other subject areas include tourism administration, casino, and club management. The hospitality industry is a major employer in the Chicago area and throughout the world. Excellent careers are available for those with academic training, work experience, and technology and research skills that are developed in Roosevelt University’s programs. A Roosevelt degree in hospitality and tourism management provides students with a valuable employment and career advantage.

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.
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.

The Degree Programs
The Manfred Steinfeld School of Hospitality and Tourism Management houses two distinct undergraduate degree programs and a certificate program.

The Bachelor of Science in Hospitality and Tourism Management (BSHTM) is a 120-semester-hour degree program designed for students of any age who want to pursue a career in hospitality. The program requires successful completion of 54 semester hours of study in hospitality management courses; the University's general education course requirements in humanities, social sciences, and natural sciences; and 30 semester hours of elective courses.

The Bachelor of Professional Studies (BPS) is designed for students 24 years of age or older who are pursuing a college degree and, at the same time, may be managing the responsibilities of work and family. The BPS is a fast-track degree program for adults, comprised of 85-90 semester hours of course work. The BPS requires the successful completion of 54 semester hours of course work in hospitality and tourism management and a series of general education seminars in humanities, social sciences, natural sciences, and research.

The Major Sequence
The major sequence for both degree programs is as follows:
- HOSM 200 Financial Accounting for the Hospitality Industry (3)
- HOSM 201 Introduction to the Hospitality and Tourism Industry (3)
- HOSM 210 Front Office Management or HOSM 231 Introduction to Meeting, Convention, and Exhibition Management (3)
  - HOSM 230 Food and Beverage Management (3)
  - HOSM 275 Hospitality Law (3)
  - HOSM 290 Hospitality Methods and Research (3)
  - HOSM 300 Managerial Accounting for the Hospitality Industry (3)
  - HOSM 311 Organizational Development for Hospitality (3)
  - HOSM 350 Advanced Marketing for the Hospitality Industry (3)
  - HOSM 399 Hospitality Senior Project (3)
  - Four courses chosen from a select list of upper-division HOSM electives (12)
  - Four courses in one of the three areas of emphasis (12)
    - Lodging Management
    - Food and Beverage Management
    - Meeting, Convention, and Exhibition Management

Other Requirements for the Bachelor of Science in Hospitality and Tourism Management

Management (BSHTM)
Except for HOSM 290, which must be completed at Roosevelt University, 200-level courses may be completed either at Roosevelt or through acceptable transfer work from an approved community college. At least 60 semester hours must be completed in courses at the 200 level or above, and a minimum of 15 semester hours of 300-level hospitality management course work must be completed at Roosevelt University. The core courses, HOSM 300, 311, 350, and 399, must be passed with grades of C- or higher. In addition, the following courses must be completed:
- University Writing Requirement (6 credit hours)
- Mathematics proficiency equivalent to Math 100 by course completion or Roosevelt placement.
- Three courses in each of the three areas of social sciences, natural sciences, and humanities (27 credit hours)
- CST 100 Essential PC Skills or proficiency credit (3 credit hours)
- General Electives: courses must be selected from any area to complete the 120 credit-hour requirement.

Other Requirements for the Bachelor of Professional Studies in Hospitality and Tourism Management
A minimum of 15 semester hours of 300-level course work in hospitality and tourism management must be completed at Roosevelt University. The core courses, HOSM 300, 311, 350, and 399, must be passed with grades of C- or higher. In addition, the following courses must be completed:
- ENG 101 (3)
- ENG 102 (3)
- BGS 290 (3) Technological & Quantitative Literacy
- BGS 201 (6) Pro-Seminar -or- BGS 302 (3) Methods of Critical Reasoning
- BGS 390 (6) Seminar in Social Sciences
- BGS 391 (6) Seminar in Natural Science
- BGS 392 (6) Seminar in Humanities
- BGS 399 (3) Senior Thesis

Requirements for the Certificate in Meeting, Convention, and Exhibition Management
Roosevelt University was a national leader in establishing a program in the area of meeting management. With some of the most extensive exhibition facilities in the world, Chicago has long been a center for professional associations and events management. Students interested in employment and career advancement in this dynamic and growing field may earn a certificate by completing a sixteen semester hour sequence. These courses may be applied toward undergraduate degrees. All courses must be passed with grades of C- or higher. These courses include:
- HOSM 231 Introduction to Meeting, Convention, and Exhibition Management (3)
- HOSM 312 Green Meetings (1)
The Bachelor of Professional Studies and Bachelor of General Studies Fast Track Degrees for Adults

The Bachelor of Professional Studies and Bachelor of General Studies degree programs have been the cornerstone of our adult fast-track curriculum at Roosevelt University for the past 40 years. This unique fast-track program, based on adult learning principles, opens the door to higher education for thousands of adults who wish to pursue degrees but who may also have other important commitments to family and work. The program offers special options for transfer students and for those whose ultimate goal is a master’s degree.

Designed specifically for adults 24 years of age or older, this fast-track program enables most students to complete a fully accredited bachelor’s degree in as little as two-thirds the time more traditional undergraduate degree programs require. The Bachelor of Professional Studies (BPS) meets the needs of students who want to focus their academic studies in professional areas, while the Bachelor of General Studies (BGS) meets the needs of students who want to focus on the liberal arts.

The BPS and BGS degrees are offered at both the Downtown campus and the Schaumburg campus, as well as through RU Online, although not every major is available at every campus or online. See the list below for availability of majors by location.

Students in the BPS and BGS programs are required to successfully complete courses in both the BPS/BGS Core Curriculum and the major or program of study.

Requirements for a Minor in Hospitality and Tourism Management

Students may complete a minor by taking 18 semester hours of hospitality and tourism management courses, 15 of which must be Roosevelt University courses. Students pursuing this minor should be advised on course selection by a hospitality management advisor. If BLAW 201 is included in the minor, the hours must be replaced by hospitality courses totaling 18 semester hours. All courses must be passed with grades of C- or higher. These courses include:

- HOSM 201 Introduction to the Hospitality and Tourism Industry (3)
- HOSM 275 Hospital Law or BLAW 201 Business Law I (3)
- HOSM 300 Managerial Accounting for the Hospitality Industry (3)
- Three 300-level hospitality and tourism management electives (9)

Credit for Prior or Experiential Learning

Students may apply for assessment of life experience and for the concomitant academic credit within the hospitality and tourism management program. This process entails submitting a written portfolio based on the content of a current course in hospitality and tourism management and also supported by the student's resume. A faculty member with expertise in the selected subject area will review the portfolio and recommend the number of semester hours to be awarded. The hospitality and tourism program director and the dean of the Evelyn T. Stone University College also provide approval for granting credit. Before credit for prior or experiential learning is officially awarded, students must complete 12 semester hours at Roosevelt University. The total number of credits awarded through portfolio assessment is limited.

The BGS/BPS Fast Track academic majors and programs of study

BGS/BPS Fast Track academic majors and programs of study

- HOSM 315 Applications and Techniques of Meeting and Convention Management (3)
- HOSM 317 Issues and Trends in Meeting and Convention Management (3)
- HOSM 323 Exhibition Management (3)
- HOSM 324 Special Events Management (3)

Introductory Seminars

- BGS 201, Pro-Seminar in Critical Skills (6 credits – for students with less than 60 hours of transfer credit) or BGS 302, Methods of Critical Reasoning (3 credits – for students with more than 60 hours of transfer credit or an Associates Degree in Arts or Science)
- BGS 290, Seminar in Technological and Quantitative Literacy (3 credits)

The University Writing Requirement

- English 101 credit, English 102 credit, and a Roosevelt University Assessment placement test to determine if additional writing courses are required; see University Writing Requirement and Roosevelt University Assessment elsewhere in this catalog.

Senior Seminars

- BGS 390, Seminar in the Social Sciences (6 credits)
- BGS 391, Seminar in the Natural Sciences (6 credits)
- BGS 392, Seminar in the Humanities (6 credits)
- BGS 399, Senior Thesis (3 credits)

(Students may waive one BGS Senior Seminar with nine semester hours of appropriate transferable credit with at least a 2.0 average in a single seminar area; students with an Associates Degree in Arts or Science may waive two Senior Seminars.)

The BPS/BGS majors and programs of study:

Students may choose from 21 majors and programs of study, listed below. For more information on the specific requirements for each major or program of study, see below.
Bachelor of Professional Studies majors
Administrative Studies (D,S)
Business (program of study) (D,S)
Communications (D,S)
Computer Science (D,S)
Criminal Justice Leadership (O,S)
Hospitality & Tourism Management (D)
Journalism (D*,S*)
Network Computing & Security (S)
Organizational Communications (D,S)
Organizational Leadership (O)
Paralegal Studies (D)
Pre-Biotechnology & Chemical Science (D*)
Professional Administration (D,S)
Psychology (D,S,O)
Systems Management (D,S)

Bachelor of General Studies majors
History (D*,S*)
Liberal Arts (D,S)
Political Science (D,S)
Sociology (D*)
Individualized major (D,S)
General Studies major (D,S)

Other requirements of all BPS/BGS degree seekers:
- Students must be 24 years of age when they start the program, except those holding an Associate's Degree in Applied Sciences (AAS).
- Students must have 30 semester hours of credit at Roosevelt and a 2.0 grade point average to graduate.
- Students must successfully complete a minimum of nine semester hours at the 300 level in the major at Roosevelt.
- Students must consult with an advisor every semester prior to registering to ensure that selected courses are appropriate for their specific BPS/BGS major or program of study.

The BPS degree with a major in Administrative Studies
This degree combines communications, business, liberal arts and a seven course subject specialty to prepare students for careers in business, government and not-for-profit sectors. Requirements are:

BPS/BGS Core Curriculum (see above)
Courses in the Administrative Studies major:
- BCOM 301, Business Communications (3 credit hours)

BGS/BPS Fast Track academic majors and programs of study
- Two courses in English, Journalism or Speech, or Organizational Leadership (6)
- Two courses in computer science and/or business (6)
- ACCT 210, Introduction to Accounting I or BLAW 201, Business Law I or ECON 101, Principles of Economics I (3)
- Business elective (3)
- Two courses in Liberal Arts (6)
- Specialty Area: five to seven courses in one academic department or program area – see your advisor for program options (15-21)

The BPS degree with a program of study in Business
The Bachelor of Professional Studies in Business degree prepares students for management, marketing, government, international commerce, health care, arts, and non-profit organizations. Sound business principles serve as the backbone for economic, political and social systems at all levels. The BPS business degree is intentionally broad so that students are exposed to all the crucial elements that make an organization function well. There are opportunities to specialize in finance or accounting, but in general students are taught to see the big picture. As with any of our majors, students will learn to communicate concisely and clearly to excel at team work. Requirements are:

BPS/BGS Core Curriculum (see above)
Courses in the program of study in Business:
- ECON 101, Principles of Economics I (3 credit hours)
- ECON 102, Principles of Economics II (3)
- ECON 234, Elementary Statistics or MATH 217, Introduction to Probability and Statistics or PSYC 200, Intro Statistics (3)
- Math: Two courses, Math 116 or higher (6)
- PHIL 333, Business Ethics (3)
- BLAW 201, Business Law I (3)
- ACCT 210, Introduction to Accounting I (3)
- ACCT 211, Introduction to Accounting II (3)
- CST 100, Essential PC Skills or CST 101, Beyond PC Essentials or BADM 202, Business Computing (3)
- FIN 311, Business Finance (3)
- MKTG 302, Marketing Management (3)

Five courses at the 300 level in one functional area, chosen with a BPS advisor. Functional areas include: accounting; economics; finance; human resource management; management; marketing; hospitality and tourism management. (15)
The BPS degree with a major in Communications

The Bachelor of Professional Studies in Communications prepares students for a wide variety of careers in business, government and non-profit sectors. Critical thinking, verbal, and written communication skills are some of the most sought after characteristics employers look for when hiring. Many careers do not require a specific major but rather a range of demonstrated skills and accomplishments, making this a suitable major for the student with interests in Journalism, Speech, and Business Communications. Requirements are:

**BPS/BGS Core Curriculum (see above)**

**Courses in the Communications major:**
- Six courses in Journalism or Speech (minimum of nine credit hours at the 300 level with no more than one course at 100 level) (18 credit hours)
- Five courses in Business Communications, English, Journalism, Speech, or Organizational Leadership (15)
- Five courses in one academic department outside of communications, which may also include prerequisite courses (15)
- General requirements: a maximum of 12 semester hours may be completed in 100-level courses; at least 15 semester hours must be completed at the 300 level including nine semester hours in the journalism or speech; all courses must be completed with a grade of C- or better.

The BPS degree with a major in Computer Science

The Bachelor of Professional Studies in Computer Science combines the practical areas of computer programming with the theoretical components of computers and computing. Computer Science students will learn the design, application, and effectiveness of computers, computer programs, and computer systems. Some students will choose to learn how to use the computer to turn data into information. Most importantly, students will learn to creatively solve problems across many disciplines. A seven-course certificate is available that may be applied to the BPS major. Requirements are:

**BPS/BGS Core Curriculum (see above)**

**Courses in the Computer Science major:**
- CST 150 Computer Science I (4 credit hours)
- CST 250 Computer Science II or CST 263 Visual Basic (4)
- CST 261 Computer Organization & Assembler (3)
- CST 270 Systems Analysis and Design (3)
- Choose Applications (CST 263, 373, 327, 370) or Systems (CST 250, 280, 340, 317)
- CST 333 Database Systems (3)
- CST 280 Computer Science III/Data Structures or CST 373 Visual Basic II (3)
- CST 317 Operating Systems or CST 370 Software Engineering (3)
- CST 327 Software Project Management or CST 340 Computer Architecture (3)
- Two computer science courses at the 200 level or above (6)
- Three computer science courses at the 300 level (9)
- MATH 121 College Algebra (3)
- MATH 245 Discrete Structures (3)
- PHIL 210 Logic (3)
- One elective chosen in consultation with an advisor (3)
- General Requirements: all CST courses or transfer credit (within the previous eight years) must be passed with a grade of C- or higher; a minimum of 12 semester hours of CST courses (excluding experiential/proficiency credit) must be taken at Roosevelt; a maximum of nine semester hours of CST credit may be earned through experiential/proficiency exams.

The BPS degree with a major in Criminal Justice Leadership

The Bachelor of Professional Studies in Criminal Justice Leadership provides a broad background in criminal justice and justice-related areas. This major is offered in the fully online format. Students will explore topics including juvenile delinquency, criminology, organized crime, criminal behavior, security and fraud, and anti-terrorism. This major may be completed fully online through RU Online. Requirements are:

**BPS/BGS Core Curriculum (see above)**

**Courses in the Criminal Justice Leadership major:**
- CJL 200, Introduction to Criminal Justice (3 credit hours)*
- CJL 210, Introduction to Policing (3)
- CJL 220, Juvenile Justice (3)*
- CJL 230, Introduction to Corrections (3)
- CJL 240, Introduction to Criminology (3)*
- CJL 250, Criminal Law (3)
- CJL 305, Research Methods (3)
- CJL 310, Ethics & Diversity in Criminal Justice (3)*
- CJL 330, Criminal Justice & the Constitution (3)*
- CJL 356, Principles of Criminal Behavior (3)*
- CJL 390, Senior Seminar (3)
- Electives: Select either two electives or one elective and three special topics courses
of one credit each from among:
- C JL 355, Crime in America (3)
- C JL 360, Community-Based Corrections (3)
- C JL 365, White-Collar Crime (3)
- C JL 368, Criminal Justice Administration (3)
- C JL 381, Death Penalty in America (3)
- C JL 382, Criminal Investigation (3)
- C JL 383, Technology in Criminal Justice (3)
- C JL 384, Profiling (3)
- C JL 389, Topics in Criminal Justice (3)
- Special Topics (1 cr. hr. each)
  - C JL 391, Criminal Justice and Terrorism (1)
  - C JL 393, Private Security (1)
  - C JL 394, Emergency Response & Disaster Management (1)
  - C JL 395, Drugs and Crime (1)
  - C JL 396, Comparative Criminal Justice (1)
  - C JL 397, Investigating Child Abuse and Neglect (1)
  - C JL 398, Organized Crime (1)

* Courses in the certificate

The BPS degree with a major in Hospitality and Tourism Management

This major is offered in conjunction with The Manfred Steinfeld School of Hospitality and Tourism Management in the College of Professional Studies.

BPS/BGS Core Curriculum (see above)

Courses in the Hospitality and Tourism Management major:
Please see the section in this catalog entitled “Bachelor of Professional Studies Fast Track (BPS) with a Major in Hospitality and Tourism Management” for course requirements.

The BPS degree with a major in Journalism

Journalism is an excellent major for students with a passion for writing and current affairs. Students majoring in journalism may focus their studies on one of five concentrations by taking three of their four electives in writing/reporting, magazine, visual media, electronic media, or newsletters. Requirements are:

BPS/BGS Core Curriculum (see above)

Courses in the Journalism major:
- JOUR 201, Communication in the Information Age (3 credit hours)
- JOUR 220, Media Writing (3)
- JOUR 312, Journalism and Society or Jour 363 Communications Law (3)
- JOUR 319, News Reporting (3)
- JOUR 399, Internship or Jour 393 Practicum (3)
- JOUR 350, Editing (3)
- JOUR 389, New Media and Technology (3)
- Four journalism electives at the upper level (12)
- Five courses from one academic department or program area (15)
- General requirements: a maximum of 12 credit hours may be taken in 100-level courses; with at least 15 credit hours at the 300 level; at least 12 semester hours of journalism courses must be taken at Roosevelt; all courses in the major must be completed with a grade of C- or higher.

The BPS degree with a major in Network Computing and Security

Students in this major specialize in network courses in the Computer Science department and choose between concentrations in distributed systems and security concentration (CST 333, 376, and two other 300-level computer courses) or a network infrastructure (CST 358, 359, 360, and 361). A minimum of 12 semester hours of computer science courses must be taken at Roosevelt. All computer science courses or transfer credit for the major must be passed with a grade of C- or higher.

BPS/BGS Core Curriculum (see above)

Courses in the Network Computing and Security major:
- CST 150 Computer Science I (4)
- CST 246 Data Communications (3)
- CST 250 Computer Science II (4)
- CST 318 Introduction to UNIX (3)
- CST 333 Database Design (3) or CST 358 Advanced Network Design (3)
- CST 346 Advanced Data Communications (3)
- CST 352 Network Design (3)
- CST 354 Local Area Networks (3)
- CST 365 Network Applications Development (3)
- CST 368 Internet Security (3)
• CST 376 Web Programming II (3) or CST 359 Switching (3)
• ACCT 210 Introduction to Accounting I (3)
• MATH 121 College Algebra (3)
• MATH 217 Introduction to Probability and Statistics (3)
• One CST elective at the 200 level or above (3)
• One CST elective at the 300 level or above (3)
• One other elective selected with the approval of an advisor (3)

The BPS degree with a major in Organizational Communication

Examine and understand the complex communicative behaviors which occur in both large and small scale organizations. Become prepared for careers in management, personnel, human relations, and training and consulting. Learn to analyze organizations and make recommendations for improvements using different types and levels of communication. The interdisciplinary approach in this major prepares students to understand and contribute to the infrastructure which drives organizations. Requirements are:

BPS/BGS Core Curriculum (see above)

Courses in the Organizational Communication major:
• JOUR 201, Communication in the Information Age (3 credit hours)
• SPCH 204, Interpersonal Communication (3)
• BCOM 301, Business Communications (3)
• OLED 320, Introduction to Organizational Communication (3)
• OLED 325, Organizational Communication II (3)
• JOUR 240, Communications Research (3)
• SPCH 353, Business and Professional Speaking (3)
• Three electives in communications (9)
• BADM 101, Introduction to Business (3)
• CST 100, Essential PC Skills or CST 101 Beyond PC Essentials (3)
• MGMT 333, Business Ethics (3)
• MGMT 358, Behavioral Science and Organization Theory (3)
• One set of three courses chosen from the following: (9)
  • BLAW 201, ACCT 210, ACCT 211 (prerequisite: MATH 116)
  • ECON 101, ECON 102, MKTG 302
  • MKTG 302 (prerequisite: ECON 101 and 102), MKTG 331, MKTG elective
• CST 270, CST 290, CST 246 or 362
• JOUR 202, two additional public relations courses

The BPS degree with a major in Organizational Leadership

The Bachelors of Professional Studies major in Organizational Leadership (OLED) provides a multi-disciplinary approach to leadership issues, combining management science, humanities, social sciences, research science, communication arts, technology, and ethics.

The qualities most sought, but seldom found by employers are those of leadership. Survey after survey indicates that effective communication skills, group and team dynamics, and strategic thinking lead to success in any field. This program is dedicated to training leaders skilled in managing innovation and change. The faculty bring to the classes both expertise in theory and practical workplace experience.

Students who successfully complete the program will possess an understanding of themselves, others, and their organizations in order to identify a personal organizational leadership style which fits within those contexts. The will be able to identify necessary organizational leadership skills in given situations and prepare a plan of action for improving organizational leadership abilities. And they will think critically about decisions in a manner that is socially responsible and responsive.

Organizational Leadership leads to careers in consulting, employee development, recruitment, health care administration, association management, information management, human resources, labor relations, law enforcement, project management, strategic planning, and training, among others. This major may be completed fully online through RU Online. Students with industry certifications or other professional training may be able to apply this work to the specialty area with the approval of the program chair. Requirements are:

BPS/BGS Core Curriculum (see above)

Courses in the Organizational Leadership major:
• OLED 320 Introduction to Organizational Communication (3 credit hours)*
• OLED 325 Organizational Communication II (3)*
• OLED 330 Foundations of Organizational Leadership (3)*
• OLED 335 Organizational Change (3)*
• OLED 365 Diversity in the Workplace (3)*
• OLED 380 Strategy, Vision, and Planning (3)*
The BPS degree with a major in Paralegal Studies

The Paralegal Studies Program is designed for those who wish to pursue careers in the legal profession. The program offers a challenging course of study that prepares its graduates for a variety of paralegal job opportunities. A post-baccalaureate certificate is offered for those students holding a bachelor's degree, and two bachelor degree options are available for Roosevelt University undergraduate students interested in pursuing a bachelor's degree and our paralegal certificate combined. All of these options are explained in detail at http://www.roosevelt.edu/paralegal/curriculum.htm. Our classes are taught by experienced attorneys and paralegals and offer practical, hands-on legal training. We are one of the Midwest's oldest and largest paralegal education programs. We have earned the approval of the American Bar Association since 1976. For more than 10,000 alumni working in law, government, and business, the Paralegal Studies Program at Roosevelt University has been the paralegal program of choice.

Paralegals perform substantive legal work under the direct supervision of an attorney. Paralegals must have a knowledge and understanding of legal concepts. Paralegals perform a wide variety of tasks including, conducting interviews with clients and witnesses, gathering facts, researching the law, managing databases, reviewing, analyzing and assembling records and documents, drafting legal pleadings and discovery items such as complaints and interrogatories, and maintaining conflicts of interest systems. Experienced paralegals often accompany counsel during trial and help with document management and organization, witness preparation, and research. Paralegals may not provide legal services directly to the public, except as permitted by law.

With the approval of the director of the paralegal studies program (formerly the lawyer's assistant program), students may transfer as many as 12 semester hours, taken no longer than six years prior to the date on which the student starts taking paralegal courses, from ABA-approved paralegal programs. Students must apply and be accepted to the paralegal studies program and have earned a 2.5 grade point average before taking any paralegal course. These courses must be taken after all course work for the BPS including the senior thesis has been completed. Grades of C or higher are required in all paralegal courses.

*Courses in the Organizational Leadership Certificate (18 credit hours)

**Qualifying students may substitute PARA 328, Accelerated Research and Writing for PARA 302 and 325 with the approval of the program director.

The BPS degree with a major in Pre-biotechnology and Chemical Science

Students can earn a BPS degree in pre-biotechnology and chemical science and, with additional courses, a biotechnology and chemical science certificate. For students interested in graduate study, this degree is linked to Roosevelt's Master of Science in biotechnology and chemical science. Requirements are:

BPS/BGS Core Curriculum (see above)

Courses in the Pre-biotechnology and Chemical Science major:

- CHEM 101, General Chemistry I (4 credit hours)
- CHEM 202, General Chemistry II (5)
- CHEM 203, Quantitative Chemistry Laboratory (1)
- CHEM 211, Organic Chemistry I (4)
- CHEM 212, Organic Chemistry II (4)
The BPS degree with a major in Psychology

The BGS major in psychology provides students with a better understanding of people's thought processes, emotions and behaviors. This understanding leads to many careers that involve working with people. Psychology graduates find work in business, sales, counseling, education, and health care. The BGS major in psychology is also essential preparation for those considering masters or doctoral work in psychology, and excellent preparation for graduate work in counseling and social work.

This major may be completed in the fully online format through RU Online. Requirements are:

BPS/BGS Core Curriculum (see above)

Courses in the Psychology major:

- PSYC 103, General Psychology (C or higher) (3 credit hours)
- Nine courses in psychology (27)
- Four courses in a field chosen from one department or program area (12)
- Two elective courses (6)

The BPS degree with a major in Systems Management

With an emphasis on both business and technology, the program is designed for those students who plan to manage information technology in corporate environments. For students interested in graduate study, this degree is linked to Roosevelt University's MS in Information Systems. Requirements are:

BPS/BGS Core Curriculum (see above)

Courses in the Systems Management major:

- ECON 101, Principles of Economics I (3 credit hours)
- ECON 102, Principles of Economics II (3)
- ECON 234, Elementary Statistics or MATH 217, Introduction to Probability and Statistics or PSYC 200 Introductory Statistics (3)
- Two math courses, MATH 116 or higher (6-8)
- PHIL 333, Business Ethics (3)
- ACCT 201, Business Law I (3)
- ACCT 210, Introduction to Accounting I (3)
- ACCT 211, Introduction to Accounting II (3)
- CST 100, Essential PC Skills or CST 101, Beyond PC Essentials or BADM 202, Introduction to Business Computing (3)
- FIN 311, Business Finance (3)
- MKTG 302, Marketing Management (3)
- Five courses in a non-business specialty area chosen from one department or program area (15)
reasoning, and thinking skills developed during this course of study to enter into a wide choice of careers. Employers are looking for people with the proven ability to think about different topics and who have not been trained to work in only one mindset. This degree prepares students for our rapidly changing world and for careers which are on the cutting edge and for careers which have not yet been created. Students choose a series of courses forming a coherent interdisciplinary program in consultation with an advisor.

The major consists of an eight-course specialization in one of three areas: humanities, social sciences, or natural sciences. A combined total of 24 semester hours is needed in the other two areas. All three areas must be represented in the major. Requirements are:

BPS/BGS Core Curriculum (see above)

Courses in the Liberal Arts major:

- Eight courses in a major of specialization, either the humanities, the social sciences, or the natural sciences; five of the eight courses must be in a single academic discipline (24 credit hours)
- Four to six courses in a second area of the liberal arts (12-18)
- Two to four courses in the third area (6-12)
- General requirements: a maximum of six 100-level courses and a minimum of five 300-level courses in the major are required.

The BGS degree with a major in Political Science

Political science deals with how we reach the collective decisions that shape our common fate. Political scientists study topics such as the exercise of power and influence; sources and resolution of conflicts; the relationship of politics to the economy, culture, and other aspects of society; the adoption and implementation of public policies; and the development of political systems. These topics are studied at all levels, from local communities to the global community. The scope of the discipline is suggested by the four main subfields that make up the undergraduate curriculum: US politics, comparative politics, international relations, and political theory. Roosevelt University is ideally located for studying political science. At campuses in downtown Chicago and suburban Schaumburg, Roosevelt students study politics in one of the country's most dynamic metropolitan areas. Government is the area's largest employer and the city is home to a large number of foreign consulates, political offices, and social action groups.

Requirements are:

- All courses in the major must be completed with a grade of C- or higher. Majors are encouraged to take ECON 101 and ECON 102. Students planning to pursue graduate study in political science are encouraged to discuss with their advisors appropriate courses of study in languages and statistics. Management. Please see their section of the catalog for a list of courses required.

The BGS degree with a major in Liberal Arts

The Bachelor of General Studies with a major in Liberal Arts allows students to take courses in the broad array of liberal arts disciplines, including English, history, literature, political science, psychology, sociology, and the natural sciences. Students can use the communication,

- MGMT 358, Behavioral Science and Organization Theory (3)
- CST 100, Essential PC Skills or CST 101, Beyond PC Essentials (3)
- CST 150, Computer Science I (3)
- CST 270, Systems Analysis and Design (4)
- CST 290, Telecommunications Systems (3)
- INFS 330, Management Information Systems (3)
- CST 327, Software Project Management (3)
- CST 332, Telecommunications Management or MGMT 345, Business Forecasting (3)
- CST 333, Database Systems (3)
- Any two of the following four courses (6)
  - BCOM 301, Business Communications
  - OLED 320, Introduction to Organizational Communication
  - OLED 325, Organizational Communication II
  - HRM 311, Introduction to Human Resources Management

BGS/BPS Fast Track academic majors and programs of study
The BGS degree completion in General Studies

The BGS program offers a General Studies major designed for students who have already earned an Associate in Arts or Science degree and are looking to earn a Bachelor's degree to complete their undergraduate education. Requirements are:

**Courses in the General Studies major:**
- BGS 290, Technological & Quantitative Literacy (3 credit hours)
- BGS 302, Methods of Critical Reasoning (3)
- BGS 303, The Development of Sociology (3)
- Six additional courses in sociology (21)
- Four courses in a field chosen from one department or program area (12)
- One 300-level sociology course that addresses social inequality (3)
- General requirements: a maximum of 12 credit hours at the 100-level is allowed

The BGS degree with a major in Sociology

Sociology is the study of human societies and how they are organized. Roosevelt's Sociology program has a long history of excellence and a strong commitment to social justice issues. Students in the major engage in pressing issues surrounding the social construction of race, class, gender, and power in the U.S. and around the globe. Requirements are:

**BPS/BGS Core Curriculum (see above)**

**Courses in the Sociology major:**
- SOC 101, Introduction to Sociology (3 credit hours)
- SOC 210, Contemporary Social Issues (3)
- SOC 290, The Research Process (3)
- SOC 303, The Development of Sociology (3)
- Six additional courses in sociology (21)
- Four courses in a field chosen from one department or program area (12)
- One 300-level sociology course that addresses social inequality (3)
- General requirements: a maximum of 12 credit hours at the 100-level is allowed

The BPS/BGS major with an Individualized Program

The Bachelor of General Studies with an Individualized major Program gives students the opportunity to work with an advisor to create an academic program, built upon our BGS foundation courses, which meets your specific needs. Requirements are:

**BPS/BGS Core Curriculum (see above)**

**Courses in the Individualized Program:**
- The individualized program will be designed in a conference between the student and the academic advisor and be approved by the College of Professional Studies assistant dean

Transitions Programs to Graduate School

Transitions to Graduate Studies combine the BPS or BGS degree with certain graduate programs so that adult students may reach their long-term goals in the time it would take to complete a traditional bachelor's degree. Transitions programs replace two undergraduate courses with two graduate courses.

- BPS in Communications .......................MS in Integrated Marketing Communications
- BPS in Computer Science ....................MS in Computer Science
- BPS in Organizational Communication .. MA in Training and Development
- BPS in Organizational Communication .. MS in Integrated Marketing Communications
- BPS in Organizational Leadership ........ MA in Training and Development
Additional Information on the BPS/BGS Program

Harrington Institute of Design
Students may use credits earned in Interior Design from the Harrington Institute to fulfill an individualized major through the Bachelor of Professional Studies program. Further information may be obtained from the assistant dean of the College of Professional Studies.

Alpha Sigma Lambda Honors Society for Adult Students
The College of Professional Studies is home to the Rho Upsilon Chapter of Alpha Sigma Lambda, the national honor society for adult continuing education students. Alpha Sigma Lambda honors students who, while handling the responsibilities of family and career, achieve and maintain high academic standards. Members are invited by the faculty of the BPS/BGS program each spring. To be invited, students must be at least 24 years of age, enrolled in the College of Professional Studies for at least four semesters or 24 semester hours, complete at least 12 semester hours in the liberal arts, and earn a grade point average in the top 10% of students meeting these criteria.

English Language Program
The English Language Program (ELP) provides a carefully planned series of courses designed to prepare non-native speakers of English for study in an American college or university. ELP offers courses in conversation, grammar, reading, and writing at three levels:

- Beginning level provides intensive practice in basic English skills at an elementary level for students who have little or no knowledge of English.
- Intermediate level improves and extends control of the language for students who have some functional ability in basic English.
- Advanced level enables students whose ability to speak, read, and write English is fairly good, but not adequate for a program of academic study without English language support, to participate successfully in most academic courses.

For additional writing practice, degree-seeking students must enroll in a more advanced, transition-level writing class: ELP 110 (undergraduate) or ELP 111 (graduate). Roosevelt University's English Language Proficiency Test determines student placement within the program.

Conversation
Practice in speaking and understanding English in both social and academic settings with emphasis on effective communication strategies, listening comprehension, pronunciation, and overall fluency: ELP 70 Beginning Level, ELP 80 Intermediate Level, ELP 90 Advanced Level.

Grammar
Written and oral practice in grammatical structures of American English primarily for academic but also for social purposes: ELP 71 Beginning Level, ELP 81 Intermediate Level, ELP 91 Advanced Level.

Reading
Practice in college-level reading skills and vocabulary development, including training in using the library and doing research: ELP 72 Beginning Level, ELP 82 Intermediate Level, ELP 92 Advanced Level.

Writing
Development of composition skills in American English with emphasis on effective expression of ideas for academic purposes: ELP 73 Beginning Level, ELP 83 Intermediate Level, ELP 93 Advanced Level, ELP 110 Composition-Bridge Level, ELP 111 Composition-Bridge Level.
Accounting

ACCT 101 Introduction to Accounting I: Principles of Financial Accounting
Replaced by Acct 210.

ACCT 102 Introduction to Accounting II: Principles of Managerial Accounting
Replaced by Acct 211.

ACCT 210 Introduction to Accounting I: Principles of Financial Accounting
Formerly Acct 101. Accounting process and use of accounting information in business decisions. Topics include accounting equation, data accumulation, accounting cycle, financial reports, and basic accounting principles. Prereq: Math 116 or qualification into Math 121. (3)

ACCT 211 Introduction to Accounting II: Principles of Managerial Accounting
Formerly Acct 102. Accumulation and use of accounting information by management in planning and controlling business activities. Topics include cost accounting, cost-volume-profit relationships, and budgets. Prereq: Acct 210 or 101; Math 116 or qualification into Math 121. (3)

ACCT 304 Intermediate Accounting I
Generally accepted accounting principles; conceptual framework underlying financial accounting, measurement and recognition of assets, and measurement and recognition of liabilities. Prereq: Acct 211 or 102; Math 116 or qualification into Math 121. (3)

ACCT 305 Intermediate Accounting II
Continuation of Acct 304. Stockholders’ equity, income measurement theory, and preparation and analysis of financial statements. Prereq: Acct 304; Math 116 or qualification into Math 121. (3)

ACCT 306 Governmental and Nonprofit Accounting
Accounting and financial reporting principles of governmental and nonprofit organizations. Fund accounting principles, budgetary accounting, and financial reporting practices. Prereq: Acct 211 or 102. (3)

ACCT 307 Income Tax Law and Procedure
Income tax fundamentals and taxation of individuals. Gross income, exclusions, deductions, exemptions, credits, and transactions in property. Prereq: Acct 211 or 102. (3)

ACCT 313 Cost and Managerial Accounting
Accumulation and analysis of accounting information for management decisions. Job lot and process cost accumulation; master budgets and responsibility accounting; flexible budgets, standards, and variance analysis; relevant costs for decision making; joint costs and cost allocation. Prereq: Acct 211 or 102; Math 116 or qualification into Math 121. (3)

ACCT 320 Advanced Accounting
Accounting theory for partnerships and fiduciaries; advanced corporate concepts. Investments, business combinations, branches, consolidated financial statements, corporate reorganizations, installment sales, and consignments. Prereq: Acct 305. (3)

ACCT 328 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. Prereq: Acct 304. (3)

ACCT 330 Principles of Auditing
Principles, practices, and procedures employed in examination of financial statements. Professional ethics, auditors’ legal responsibility, generally accepted auditing standards, audit procedures, and reports on financial statements. Prereq: Acct 305. (3)

ACCT 337 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. Prereq: Acct 304. (3)

ACCT 357 Advanced Taxes
ACCT 395 Independent Study in Accounting
Students work under direction of an accounting faculty member on projects selected by student and approved by supervising faculty member, department chair, and college dean. (1-3)

Actuarial Science
All prerequisites for courses in actuarial science must be passed with a grade of C or higher.

ACSC 238 Applied Statistical Methods
Second course in statistics; comparison of normal means, simple and multiple regression, correlation, contingency tables and Chi-square test, analysis of variance, and nonparametric methods. Prereq: Math 217 or 348 or Econ 234 or Psyc 200. (3)

ACSC 269 Financial Mathematics
Mathematics of interest, accumulated value, and present value; annuities certain; amortization schedules and sinking funds; bonds and related securities; depreciation. Prereq: Math 232. (3)

ACSC 300 Linear Algebra
Vector spaces; linear transformations and matrices; inner products and orthogonality; eigenvalues; eigenvectors; and diagonalization. Prereq: Math 231.245, or 290. (3)

ACSC 328 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 flows. Computer use course. Prereq: Acsc 300. (3)

ACSC 330 Numerical Analysis
Solution of equations by iteration; interpolation; numerical differentiation and integration; numerical solutions to linear systems. Computer use course. Prereq: Math 232 and Acsc 300. (3)

ACSC 332 Operations Research
Stochastic methods in operations research. Queueing theory; Markov processes; decision analysis; simulation; stochastic dynamic programming. Computer use course. Prereq: Math 231 and Math 217 or Math 347 or Acsc 347. (3)

ACSC 347 Probability and Statistics I
Probability models; random variables; probability distributions; expectation and moment generating functions of random variables; multivariate distributions. Prereq: Math 233 or concurrent. (3)

ACSC 348 Probability and Statistics II
Continuation of Math/Ascs 347. Distributions of functions of random variables, sampling distributions; Central Limit Theorem; point estimators and confidence intervals; hypothesis testing; linear models. Prereq: Acsc 347. (3)

ACSC 349 Regression and Time Series
Simple and multiple linear regression models; time series analysis; applications to forecasting. Use of a statistical computer package. No previous experience with computers is required. Prereq: Math 231 and Acsc 238 or 348. (3)

ACSC 357 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. Prereq: Math 217, 238, or 348, or Econ 234, or Psyc 307. (3)

ACSC 369 Actuarial Mathematics I
Survival distributions and life tables, life insurance, life annuities. Prereq: Acsc 269 or concurrent and Acsc 348. (3)

ACSC 370 Actuarial Mathematics II
Benefit premiums; benefit reserves; multiple life functions; multiple decrement models. Prereq: Acsc 369. (3)

ACSC 376 Loss Models
Actuarial models; classifying and creating distributions; frequency and severity with coverage modifications; construction of empirical models, estimation for complete data; estimation for modified data; parameter estimation. Prereq: Acsc 348. (3)

ACSC 377 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 concurrent. (3)

ACSC 378 Topics in Actuarial Mathematics
Selected topics in actuarial models and actuarial modeling. May be repeated for up to six semester hours credit. Prereq: varies; specific prerequisites will be listed in the Class Schedule. (3)

ACSC 380 Actuarial Science Seminar
Applications of mathematical and financial models to actuarial problems and practice. Topics will vary and include risk management and insurance, corporate finance, price theory, actuarial models, loss models, simulation, and survival models. Prereq: Acsc 348 or concurrent. (3)

ACSC 389 Actuarial Science Practicum
Practicum for students in actuarial science. May be repeated for up to six semester hours credit. Prereq: varies; specific prerequisites will be listed in the Class Schedule. (3)

ACSC 398 Internship in Actuarial Science
Students work in a professional setting under the guidance of a practicing actuary. May be repeated for up to six semester hours credit. Prereq: varies; specific prerequisites will be listed in the Class Schedule. (3)

ACSC 399 Independent Study in Actuarial Science
Students work under the supervision of an actuarial science faculty member on an independent study. May be repeated for up to six semester hours credit. Prereq: varies; specific prerequisites will be listed in the Class Schedule. (3)

ACSC 410 Advanced Actuarial Mathematics
Survival models, multiple decrement models, beyond the simple Poisson model, censoring, truncation, and multiple states. Prereq: Acsc 348. (3)

ACSC 426 Financial Risk Analysis
Risk management; and decision making in financial risk management. Prereq: Acsc 300. (3)

ACSC 429 Risk Management
Risk management and insurance principles. Prereq: Acsc 300. (3)

ACSC 430 Financial Engineering
Financial engineering; instruments, markets, and risk management. Prereq: Acsc 300. (3)

ACSC 435 Financial Economics
Financial economics; asset pricing, derivatives, and securitization. Prereq: Acsc 300. (3)

ACSC 436 Life Contingencies
Life contingencies; valuing of life insurances and annuities; valuation and management of life insurance companies. Prereq: Acsc 348 or concurrent. (3)

ACSC 440 Linking Actuarial Science and Business
Course

African American Studies
AFS 327 Race and Ethnic Relations

AFS 349 North American Slavery
See Hist 349. Prereq: Hist 106, 228, or 229. (3)

AFS 365 Black Chicago’s History and Culture, 1770 to 1960
See Hist 365. Prereq: Hist 107, 228, or 229. (3)

AFS 370 History of Africa After 1500
See Hist 370. Prereq: Hist 112 or 246. (3)

AFS 371 Modern and Contemporary Africa
See Hist 371. Prereq: Hist 112 or 240. (3)

AFS 385 Politics of African Americans
See Pol 385. Prereq: Pol 101. (3)

Anthropology
ANTH 240 Cross-Cultural Anthropology
Concepts of cultural anthropology in contemporary non-Western cultures and US; development as it affects traditional ways of life. Economic activities, gender, race, health, kinship and marriage, and trends in anthropological fieldwork. See Soc 241. (3)

ANTH 311 Culture and Politics in Latin America
Intersections of culture and politics with focus on indigenous peoples in Latin America. How culture and ethnic identity are shaped by political factors; how “indians” were incorporated and marginalized by colonial and national processes; impact of global forces such as the cocaine trade on national politics and indigenous culture; mobilization of indigenous identity in social movements. See Soc 311. Prereq: Anth 240 or Soc 241 or six sem hrs in social sciences. (3)

ANTH 314 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 groups’ self-representation through global technologies such as video and the Internet, hybrid identities and “bifocal” cultural frameworks. See Soc/ Pos 314. Prereq: Anth 240 or Soc 241 or six sem hrs in social sciences. (3)

ANTH 323 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. See Soc 323. Prereq: Anth 240 or Soc 241 or six sem hrs in social sciences. (3)

Art

ART 101 Introduction to the Visual Arts
Form and content in painting, sculpture, architecture, and film. (3)

ART 201 Ancient Through Medieval Art
Chief works of architecture, sculpture, and painting in their historical contexts; principal stylistic developments and iconographical themes. (3)

ART 202 Renaissance Through Modern Art
Continuation of Art 201. (3)

ART 210 Drawing I
Double period. (3)

ART 211 Drawing II
Double period. Prereq: Art 210. (3)

ART 212 Figure Drawing
Double period. (3)

ART 213 Introduction to Computer Graphics
Typefaces, photographs, and other illustrations; decoration and ornamentation; layout; use of graphics to reflect publication character. Work with Illustrator and Photoshop. Computer use course. See Jour 205. (3)

ART 215 Painting I
Double period. (3)

ART 216 Painting II
Double period. Prereq: Art 215. (3)

ART 225 Photography
Introduction to camera and techniques of shooting and processing film. (3)

ART 226 Ceramics
Introduction to working with clay; hand-building vessels and sculptures, glazing and firing. (3)

ART 246 Arts and Urban Life
Visual art and architecture, literature, film, and dance in the urban environment. How art emerges from and shapes its environment; how the arts intersect with class, race, and gender issues in modern urban life; the role of the artist in modern urban society. See Libs 246. Prereq: UWR. (3)

ART 307 Film History
History of the medium with attention to technological, aesthetic, and cultural developments and influence. Secondary focus varies by semester but may include spectacle, independent film, sound, or autorité theory. See Eng 307. Prereq: Eng 220 or Art 246. (3)

ART 310-311 Advanced Drawing I and II
Prereq: Art 211. (3)

ART 312 Advanced Figure Drawing
Prereq: Art 212. (3)

ART 313 Advanced Graphic Design
Prereq: Art 213. (3)

ART 314 Computer Graphics
The computer as a tool for generating graphics. (3)

ART 315 Advanced Painting I
Prereq: Art 216. (3)

ART 316 Advanced Painting II
Prereq: Art 216. (3)

ART 325 Advanced Photography
Prereq: Art 225. (3)

ART 326 Advanced Ceramics
Prereq: Art 226. (3)

ART 328 Digital Photography
The ethical, philosophical and practical considerations regarding digital imaging. Use of flat-bed scanners, 35mm slide and negative scanners, and digital cameras for inputting images into the computer. Primary imaging program will be Adobe Photoshop. (3)

ART 329 Textile Arts
(3)

ART 330 Advanced Textile and Material Arts
Prereq: Art 329. (3)

ART 331-335 Advanced Courses in Art History
Single art movement or significant process in development of art. Topics vary and may include Impressionism, Cubism, Northern Renaissance painting, modern architecture, the Chicago School, African art, contemporary art, American art, Dada, and Surrealism. Prereq: consent of instructor. (3)

ART 336 Special Topics
Content varies. (3)

ART 348 Pinhole to Camera Phone: Photography’s

Bachelor of General Studies

BGS 201 Pro-Seminar in Critical Skills
The Pro-Seminar orientates students to college-level course work by developing skills in analytical thinking, expository writing, and research. Especially important for those who have been away from school for a period of time, the Pro-Seminar has an informal, supportive atmosphere, oriented to adult learning. Through interdisciplinary readings, class discussions, writing, oral presentations, and research projects, students develop the ability to analyze, interpret, and synthesize related subject areas. The instructor also helps establish the student’s connection to Roosevelt by serving as academic advisor. Subject matter varies by section. Also available over the Internet through RU Online. (6)

BGS 290 Technological and Quantitative Literacy
Development of technological literacy and quantitative reasoning skills in a critical thinking context. Analysis of the technologies that increasingly define the way we interact, retrieve knowledge, and construct arguments. Technology’s impact on society as well as the social forces that, in turn, shape technology. Critical review of concepts and skills used to build, communicate, and assess quantitative arguments. Analysis of quantitative information found in various sources, including popular media and scholarly discourse.

BGS 302 Methods of Critical Reasoning
The first course for students who transfer in with an Associates in Arts or Sciences; not required of students who take BGS 201. Advanced skills in critical analysis, argumentation, and research. Analysis of arguments in popular and academic publications; evaluation of print- and web-based sources; comparison of quantitative and qualitative research; practical statistical literacy; and the construction of reasoned arguments using a range of sources. Also available through External Studies Program in print-based format and over the Internet through RU Online. Prereq: 60 semester hours of transferable credit or an Associate of Arts (AA) or Associate of Science (AS) degree. (3)

Senior Seminars
Unlike the more discipline-based areas of concentration, the senior seminars are designed to fulfill general education requirements in the three major areas of the liberal arts: social sciences, natural sciences, and humanities. Each seminar carries six semester hours of credit and is available in a traditional classroom setting on both campuses, through the External Studies Program in print-based format, and over the Internet through RU Online.

BGS 390 Seminar in the Social Sciences
Introduction to the ideas and methods of the social sciences, stressing the connections between personal lives and social forces. Topics may include globalization, women’s work, comparative societies, immigration, urban life, and the presidency, among others. The seminar is participatory and activity-oriented, including discussions of current issues, reviews of significant books related to the theme of the seminar, and a research project with oral and written presentations. Also available through External Studies Program in print-based format and over the Internet through RU Online. Prereq: BGS 201 or 302 and UWR. (6)

BGS 391 Seminar in the Natural Sciences
An interdisciplinary approach to studying the natural sciences (biology, geology, ecology) by focusing on scientific methodology and on selected areas of inquiry, such as human genetics, evolutionary theory, the fossil
Biology

BIOL 111 Human Biology
Basic anatomy and physiology. Organ systems, genetics, reproduction, development, circulation, respiration, nutrition, digestion, and excretion. Social aspects of human biology. Appropriate for nonmajors, allied health students, and students preparing for further training in nursing or physical therapy. Lecture, discussion, and laboratory. May be taken before or after Biol 112. For major credit in nuclear medicine technology. Not for major credit in biology or medical technology. (4)

BIOL 112 Environmental Biology
Ecology, evolution and the diversity of life with emphasis on practical environmental consequences of human activities. Laboratory focuses on open-ended student experimental projects. Field trips to sites of interest. Lecture, discussion, and laboratory. May be taken before or after Biol 111. For major credit in environmental science. Not for major credit in biology. (4)

BIOL 113 The Nature of Science
An exploration of scientific inquiry and how it is used to study the natural world and solve problems. Contemporary issues such as climate change, biodiversity and public health are the basis of class activities and discussions. Students gain experience with scientific methodology and practice, find and evaluate information about science and medicine, analyze scientific data, and examine the role of science in a social context. Fulfills general education requirements for biological science. Not for major credit in biology. Non laboratory course. Prereq: Math 100, Eng 100. (3)

BIOL 114 Scientific Inquiry
This course explores the role of science as a creative endeavor that affects all of society. The methods of scientific discovery are experienced through direct experimentation as students design and conduct independent investigations of biological phenomena. Interpretation of scientific information through critical thinking and an understanding of hypothesis testing is discussed, using important case studies from today's headlines. Students will learn how to find scientific and medical information they need, and how to judge its validity. The inner workings of the scientific community, in historical, social and ethical contexts, will be examined. Honors course. Lecture and Laboratory. Prereq: Eng 101, Math 100. (4)

BIOL 115 Advanced Human Biology
Advanced anatomy and physiology. Sequel to Biol 111. Emphasis on three-dimensional structure and organs subject to disease. Appropriate for nonmajors who have completed Biol 111, biology and allied health majors, and students preparing for further training in nursing or physical therapy. Lecture, discussion, and laboratory. Prereq: Biol 111 or 201 or consent of instructor. (3)

BIOL 150 Science as a Way of Knowing
How scientists approach the natural world and solve problems. Experimentation, including design and analysis of results. Basic statistical methods and graphical analysis. Reading and writing scientific papers. Critical thinking and science as a vocation. Appropriate for science majors and nonmajors; recommended for education majors. Lecture, discussion, and laboratory. Prereq: Math 100. (4)

BIOL 201 Organismic Biology
Biological principles related to organism level of complexity: Tissues, organs, and organ systems in structure and function; development; physiology; and introductory genetics. Lecture, laboratory, and discussion. Prereq: Biol 150, Math 121, and Chem 101. (5)

BIOL 202 Ecology, Evolution, and Genetics
Biological principles relating to population levels of organization. Topics include introduction to ecology and the biosphere, mechanisms of evolution and introductory genetics. Lecture, laboratory, and discussion. Prereq: Biol 150 and Math 121. (5)

BIOL 242 Animal Behavior
Evolutionary, development and environmental bases of animal behavior. Emphasis on birds and mammals. Communication, decision-making, motivation, learning, memory, social behavior, and mating systems. See Psych 242. Prereq: Psych 103 and one biology course or consent of instructor. (3)

BIOL 301 Cellular and Molecular Biology
Biological principles relating to cellular and subcellular levels of organization. Topics include introductory biochemistry, cell biology and ultrastructure, and cell physiology. Laboratory includes cloning methods. Lecture, laboratory, and discussion. Prereq: Biol 150, Chem 202 and 211. (3)

BIOL 302 Diversity and Evolution
Darwin, The Origin of Species, evolution through natural selection, population genetics, speciation, history of the earth, progression of life through the ages, human origins. Open to well-prepared nonmajors. Prereq: Biol 201 or consent of instructor. (3)

BIOL 304 Histology and Ultrastructure
The organization of biological tissues as exemplified by their microscopic anatomy. Emphasis on the functional activities of biological units. Laboratory focuses on the study of prepared slides of normal vertebrate tissue. Two lecture and two laboratory sessions per week. Biol 115 recommended. Prereq: Biol 301 or consent of instructor. (5)

BIOL 310 Physiological Psychology
See Psych 310. Prereq: for biology majors Biol 111 or 201. (3)

BIOL 315 Ecology
Interactions among organisms and between organisms and the environment. Population growth, competition, predator-prey relationships, mutualism, species diversity, dispersal, succession, nutrient cycles, and energy flow through ecosystems. Lecture, discussion, and field projects. Prereq: Math 217 and Biol 201 or Biol 202 or consent of instructor. (5)

BIOL 317 Behavioral Ecology
Human and nonhuman behavior in an ecological context. Contribution of individual behaviors to survival and reproductive success; costs and benefits of living in groups; transfer of information under different conditions; competition vs cooperation; effects of environmental change on mating systems, foraging, and helping of kin; hunter-gatherer life styles compared with those of modern industrial societies; ecological effects of human life styles. Prereq: Biol 111, 112, or nine sem hrs of psychology. (3)

BIOL 324 Marine Biology
Physical forces, biodiversity, organismal function, and ecological interactions that form marine environments. The principles of cell biology, organismic physiology, biomechanics, and ecology applied to marine biological problems. Prereq: Biol 201. (3)

BIOL 330 Wetlands Delineation
See Envs 330. Prereq: for biology majors Biol 112 or Chem 100 or 101. (3)

BIOL 332 Ecology of the Tallgrass Prairie
Prairies have been described as the most endangered ecosystems in North America. This is a field-oriented introduction to prairies, including exploration of unique ecological processes found at the population, community, and ecosystem levels. Special attention will be given to prairie plants, insects, soils, endangered species, and prairie restoration. Prereq: Biol 112 or 201. (3)

BIOL 333 National Parks Field Experience
The study of natural science and the public administration of a national park. Understanding the connections between geology, land use, wildlife, public policy, and politics associated with Yellowstone National Park. Additional fees for travel, lodging, and food expenses. (2)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 335</td>
<td>Great Lakes</td>
<td>Ecology, chemistry, and environmental policy issues surrounding the Great Lakes, with emphasis on Lake Michigan. Lecture, field trips and guest lecturers. Recommended for science and education majors. Prereq: Chem 100 or 101; Biol 112, 201, or equivalent. (5)</td>
</tr>
<tr>
<td>BIOL 336</td>
<td>Introduction to Neuroscience</td>
<td>Basic anatomy and physiology of the nervous system, neurotransmitters, ion channel, sensory systems, and diseases of the nervous system. Prereq: four sem hrs, in biology. (3)</td>
</tr>
<tr>
<td>BIOL 338</td>
<td>Organ System Physiology</td>
<td>Selected topics, such as water balance, neurophysiology, endocrinology, in general at the organ/tissue level of complexity. Prereq: Biol 201 and 301 or equivalent. (3)</td>
</tr>
<tr>
<td>BIOL 351</td>
<td>General Genetics</td>
<td>Classical and molecular genetics. Transmission genetics, chromosome genetics, interaction of genes with sex and environment, mapping, DNA structure and replication, transcription, translation, chromosome structure and genome organization, extrachromosomal inheritance, mutagenesis, gene expression. Genetics of plants, insects, vertebrates, fungi, bacteria, and viruses. Prereq: Biol 201 and 301 or consent of instructor. (5)</td>
</tr>
<tr>
<td>BIOL 353</td>
<td>Molecular Biology</td>
<td>The structure of nucleic acids and chromosomes. DNA replication and repair, general and site-specific recombination, control of gene expression at the transcriptional and translational levels, oncogenes and retroviruses. Laboratory techniques include PCR, DNA fingerprinting, and DNA sequencing. Included in the biotechnology certificate program. Lecture, laboratory, and discussion. Prereq: Biol 301 or consent of instructor. (5)</td>
</tr>
<tr>
<td>BIOL 354</td>
<td>Experimental Methods in Biochemistry and Biotechnology</td>
<td>Biochemical techniques including enzyme and lipid assays, isolation, and analysis of macromolecules. Prereq: Biol 301 or 355. (2)</td>
</tr>
<tr>
<td>BIOL 355</td>
<td>Biochemistry</td>
<td>Included in the biotechnology certificate program. See Chem 355. (5)</td>
</tr>
<tr>
<td>BIOL 356</td>
<td>Developmental Biology</td>
<td>Basic principles and processes of embryology and development; selected invertebrates, vertebrates, and plants. Prereq: Biol 301 or consent of instructor. (3)</td>
</tr>
<tr>
<td>BIOL 358</td>
<td>Cell Biology</td>
<td>Molecular interactions that provide the foundation for the structure and functions of the cell. Topics include protein structure and function, membrane transport, post-translational modifications of proteins and protein secretion, cell cycle regulation, cell signaling and mechanisms of development and differentiation. Laboratory techniques include SDS-PAGE, cell fractionation, bacterial protein expression and purification, and immunohistochemistry. Included in the biotechnology certificate program. Lecture, laboratory and discussion. Prereq: Biol 301 or consent of instructor. (5)</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>Microbiology</td>
<td>Structure and function of prokaryotic cells, including metabolic and genetic diversity; emphasis on differences and similarities with eukaryotes. Roles microbes play in human body, soil, and water ecosystems. Special emphasis on human diseases and microbial processes for the maintenance of biosphere. Applications to medicine, biotechnology, food processing, agriculture, pollution control. Laboratory includes proficient and safe handling of microorganisms, identification of unknown bacteria, and biochemical and microscopic methods. Included in the biotechnology certificate program. Prereq: Biol 301 or consent of instructor. (3)</td>
</tr>
<tr>
<td>BIOL 361</td>
<td>Information Technology for the Sciences</td>
<td>Methods for finding biological and biotechnological information. Online and hard copy methods with an emphasis on the use of various computer databases and the Internet. Prereq: Biol 201 and Chem 212. (3)</td>
</tr>
<tr>
<td>BIOL 362</td>
<td>Immunology</td>
<td>Humoral and cellular immune responses, generation of immune diversity, autoimmune and immunodeficiency diseases. Immunologic assays relevant to clinical settings. Laboratory techniques include antibody-antigen interactions, ELISA, and the purification of lymphocyte populations. Included in the biotechnology certificate program. Lecture, laboratory, and discussion. Prereq: Biol 301 or consent of instructor. (5)</td>
</tr>
<tr>
<td>BIOL 371</td>
<td>The Biology of Aging</td>
<td>The biological relationships between the normal activities of life and aging. Changes in structure and function at various levels of biological organization (subcellular population) with age. Lectures, expert guest speakers, student seminars, term paper. Prereq: Biol 201 or Biol 111 and consent of instructor. (3)</td>
</tr>
<tr>
<td>BIOL 375</td>
<td>General Physiology</td>
<td>Structure and functioning of biological systems in light of chemical and physical principles. Emphasis on homeostatic mechanisms, neuromuscular physiology, and endocrine physiology. Graphical and statistical analyses of laboratory experimental results. Prereq: Biol 201 or equivalent. (5)</td>
</tr>
<tr>
<td>BIOL 390</td>
<td>Problems in Biology</td>
<td>Discussion topics based on student interest and staff availability. Prereq: 12 sem hrs in biology and consent of instructor and school. (1-4)</td>
</tr>
<tr>
<td>BIOL 391</td>
<td>Medical Internship</td>
<td>Off-campus experience at Louis A. Weiss Memorial Hospital. Rotation through four or five medical specialties. At least 12 contact hours. Prereq: Biol 301 or equivalent and approval of the school. (3)</td>
</tr>
<tr>
<td>BIOL 395</td>
<td>Individual Study in the Biological Sciences</td>
<td>Individual library or laboratory problems in biology. Prereq: consent of instructor and school. (1-4)</td>
</tr>
<tr>
<td>BADM 101</td>
<td>Introduction to Business</td>
<td>Comprehensive overview of the business world and business basics. Organization, management, marketing, and financial operations. Today’s changing business environment; focus on careers in business and business career options. Open to all undergraduate students. Prereq: none. (3)</td>
</tr>
<tr>
<td>BADM 304</td>
<td>Business and Society</td>
<td>Background, development, and institutional settings of social controls. Law as formal agency of control. Constitutional and legislative law as applied to administrative agencies and regulation of business activities. Antitrust law and legal aspects of labor/management relations. Business organizations and their responsibilities to employees, government, and laws. Also available through External Studies Program in print-based format; available over the Internet through RUI Online. Prereq: Acct 201. (3)</td>
</tr>
<tr>
<td>BADM 398</td>
<td>Internship Experience</td>
<td>Supervised learning experience in a local firm or nonprofit agency. Student must be required to complete learning objectives, journal, and/or term paper. Placement must be approved in advance. (1-3)</td>
</tr>
<tr>
<td>BCOM 301</td>
<td>Business Communications</td>
<td>Focuses on building strategic capability and specific skill sets necessary for the production of effective written and oral business communication in the age of domestic diversity and globalization. The communication process, internet-based and traditional research techniques, presentation strategies, non-verbal and intercultural communication, impact of new technologies and ethical considerations in communications are addressed. Prereq: UWR. (3)</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>Business Law I</td>
<td>Background, development, and institutional setting of controls; economic significance of law as formal agency of social control; law of business contracts; agency principles with emphasis on business ethics. Legal and equitable principles as they relate to business associations: partnerships, limited partnerships, and corporations. How common law is developed and modified by statute, including Uniform Commercial Code. (3)</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
<td>Application of basic principles of chemistry to atmospheric chemistry and global warming. Chemical principles covered include: atomic structure and the periodic table, molecules and ions, 1st and 2nd law of thermodynamics, interaction of matter with electromagnetic radiation. Lecture and laboratory. Appropriate for nonscience majors with little or no chemistry background; or for intended science majors wishing to review elementary chemical principles. Meets general education requirements for laboratory physical science. Not for majors credit in the sciences. Prereq: Math 100. (4)</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>Chemistry of Global Warming</td>
<td>Stoichiometry, atomic structure, chemical periodicity, chemical bonding, properties of matter, and thermochemistry. Laboratory required. Prereq: Math 121. (4)</td>
</tr>
</tbody>
</table>
CHEM 106 Forensic Science
The application of scientific techniques for crime scene assessment, identification of criminal perpetrators, and making inferences regarding aspects of the activities or occurrences being investigated. (3)

CHEM 202 General Chemistry II
Solutions, chemical kinetics, chemical equilibrium, acid-base theory; solubility products, complexation, and electrochemistry. Laboratory required. Prereq: Chem 101. (4)

CHEM 211 Organic Chemistry I
Synthesis and examination of principal types of carbon compounds; examination of their transformations through reactions. Laboratory required. Prereq: Chem 202. (4)

CHEM 212 Organic Chemistry II
Continuation of Chem 211 including spectroscopy of organic compounds and topics in biochemistry. Required laboratory includes qualitative organic analysis. Prereq: Chem 202 and 211. (4)

CHEM 237 Quantitative Environmental Analysis
Classical wet chemical methods for quantitative chemical analysis. Emphasis on environmental chemistry applications. Topics include a review of stoichiometry; statistical treatment of data; and mathematical treatment of acid-base, solubility, complexometric and electrochemical equilibria. Required laboratory provides experience in classical volumetric, gravimetric, potentiometric, and photometric methods of analysis; representative field sampling techniques; and quality assurance/quality control techniques. Prereq: Chem 202. (4)

CHEM 313 Advanced Organic Chemistry Laboratory
Spectrometric methods for determining the structures of organic compounds. Mass spectrometry, proton and carbon FT-NMR, infrared, ultraviolet, and visible spectroscopy. Laboratory includes synthesis of organic compounds and applied spectroscopic methods. Prereq: Chem 202 and 212. (4)

CHEM 318 Synthetic Organic Chemistry
Advanced methods in the synthesis of organic compounds, especially those of biological or pharmaceutical interest. Topics include stereo- and regio-specific reagents for organic transformations, including enzyme mediated synthesis, polypeptide and polynucleotide synthesis, and natural product synthesis. Prereq: Chem 202 and 212. (3)

CHEM 319 Organometallic Chemistry
The structure, bonding, and reactions of compounds formed between the metallic elements (primarily d block) and carbon (organic groups). Classes of compounds to be discussed include metal aldehydes, aryls, hydrides, carbonyl, alkenes, and arenes. The application of organometallic compound in organic synthesis and homogeneous catalysis. Prereq: Chem 202 and 212. (3)

CHEM 321 Physical Chemistry – Thermodynamics
1st, 2nd, 3rd law of thermodynamics, chemical equilibrium, phase equilibrium and kinetic theory of gases. Prereq: Chem 202, 212, Math 232, Phys 232. (3)


CHEM 324 Physical Chemistry – Atomic and Molecular Spectroscopy
Introduction to quantum theory, followed by atomic spectroscopy, molecular rotational, vibrational, and electronic spectroscopy, group theory. Prereq: Chem 202, Phys 232, Math 232, Chem 212. (3)

CHEM 325 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, 212 and Chem 321, 322, or concurrent. (4)

CHEM 337 Instrumental Analysis
Basic theories and experimental techniques in instrumental methods of analysis including uv/vis, fluorescence, atomic absorption, infrared and nuclear magnetic resonance spectroscopies, gas and liquid chromatography, and mass spectrometry. Laboratory required. Prereq: Chem 202, 212, 237. (4)

CHEM 341 Inorganic Chemistry Laboratory
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 212. (3)

CHEM 347 Advanced Inorganic Chemistry Laboratory
Synthesis and characterization of compounds of the p block (main group) and d block (transition metal) elements, including inorganic compounds of biological interest and air-sensitive complexes. Spectroscopic characterization methods include vibrational (IR and Raman), electronic absorption (UV-Vis-NIR) and emission, and multinuclear NMR. Lecture covers the theoretical and practical background for physical methods in experimental inorganic chemistry. Prereq: Chem 202, 212, and 237; Chem 341 recommended. (4)

CHEM 354 Experimental Methods in Biochemistry and Biotechnology
Prereq: Biol 301 and Chem 355. (2)

CHEM 355 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. Prereq: Chem 202 and 212; Biol 301 recommended. (3)

CHEM 381 Polymer Chemistry
Synthesis, physical and analytical characterization, and use of polymers, including fibers, plastics, coatings, and resins. Morphology and rheology of polymers. Prereq: Chem 202 and 212. (3)

CHEM 391 Chemistry Internship
Off-campus work experience with an approved organization. Prereq: major standing in chemistry and approval of the school. (1-6)

CHEM 393 Chemistry Seminar
Experience in technical presentations and library research skills. Outside seminar speakers. The chemistry exit assessment examination is part of the course. (1)

CHEM 395 Independent Research in Chemistry
Prereq: consent of instructor and school. (1-3)

Computer Science and Telecommunications

CST 100 Essential Computer Skills
Basic hardware and software components of a PC; several of the most popular PC software applications including word processing, electronic spreadsheets, databases, Power Point, Internet Browsers, and Windows. A computer use course. Not for CST majors. Prereq: none. (3)

CST 101 Beyond PC Essentials
Covers essential computing concepts; internet/browsers; Windows Vista; Office 2007; web design; Windows Movie Maker; Photo Gallery; Simple Programming; and Publisher. Field trip and discussions of emerging technology. Not for CST majors. Prereq: none. (3)

CST 150 Computer Science I
General problem solving and the algorithm development process. Simple data types, sequence, selection, repetition, functions, records, files, and one-dimensional arrays. Concepts of top-down program design, testing, functional decomposition, and documentation using good programming style. A computer use course. Extensive programming required. Also available through External Studies Program. Prereq: Math 116 or Math 121. (4)

CST 246 Data Communications
Foundations of a data communication network architecture and the concepts of data representation in the data transmission process. Data communication methods and data services offered by common carriers. Data communication network management and design issues. Prereq: Math 121. (3)

CST 250 Computer Science II
Continuation of CST 150; development of problem solving using a high level language including abstract data types, multidimensional arrays; strings; records and structures; function design, construction, and parameter passing methods; recursion; introduction to objects and classes; pointers; lists, stacks, queues, and trees; and file I/O. Multiple sorting and searching algorithms including concepts of program complexity. Extensive programming required. A computer use course. Prereq: CST 150; Math 245 recommended. (4)

CST 261 Computer Organization and Assembler
Introduction to computer hardware structure using assembler language. Internal hardware and software structure of a CPU that is normally hidden from programmers using a high level language. Construct simple electronic circuitry using light emitting diodes (LEDs), resistors, capacitors, push-button switches, piezoelectric speakers on a prototyping circuit board. Extensive programming in the assembler language of the CPU to create programs that enable the CPU to interact with the circuits constructed. A computer use course. Prereq: CST 150 or consent of instructor. (3)

CST 263 Visual Basic Programming I
A programming language/tool that allows quick, relatively easy development of Windows programs. The logical constructs of sequence, selection, and repetition; construction of readable, maintainable source code. Records, files, and two-dimensional array processing. A computer use course. Prereq: CST 150. (3)

CST 270 Systems Analysis and Design
Methodologies, tools, and techniques used in the computer systems development life cycle. Emphasis on planning, analysis, and design phases of a project. The
larger context of business process change, competitive advantage, documentation requirements, and data modeling, including the use of UML. Prereq: Cst 150 and ENG 102. (3)

CST 280 Computer Science III: Data Structures
Continues the use of C++ to study abstract data types such as sets, trees, heaps, hash tables, and the concepts of inheritance and recurrence relations. Algorithmic strategies such as divide and conquer, greedy, and back-tracking. Algorithms include random number generation, searching, sorting, and string processing. Complexity analysis includes the big O, big omega, big theta, and little o. A computer use course. Extensive programming required. Prereq: Cst 250 and Math 245. (3)

CST 290 Telecommunications Systems
Overview of the field of voice communications. Topics include the industry, applications, user requirements, regulatory environment, technology, circuits, voice networks, their management and operations, and future directions. Only available through External Studies Program. Prereq: Math 116 or 121. (3)

CST 317 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 318 Introduction to UNIX
Programming in a UNIX-based computer system. How to use standard UNIX utilities such as ssh, scp, vi, awk, grep, sed, emacs, as well as script writing in Perl. How to use X Windows and UNIX GUI tools. UNIX programming environment with an overview of the UNIX process model. Basic UNIX administration including system tool and configuration files. Prereq: Cst 250 or 365 and broadband Internet access. (3)

CST 327 Software Project Management
Types of problems, decisions, and critical success factors that typically confront software project managers and EDP auditors. The various management skills and methodologies used for planning, organizing, staffing, influencing, and controlling such projects. Prereq: Cst 150 or Cst 270. (3)

CST 328 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 Math 328. Prereq: Math 300 and Cst 150. (3)

CST 330 Numerical Analysis
Solution of equations by iteration, interpolation, numerical differentiation and integration; numerical solutions to linear systems. A computer use course. See Math 330. Prereq: Math 232, 300, and Cst 150. (3)

CST 333 Database Systems
Theory and practice of databases with emphasis on how to create, maintain, and query a database with SQL. Relational databases and relational algebra; queries and data manipulation in SQL, constraints, triggers, views, controlling security, data modeling, and normalization, recursive queries, indexing, XML, and other topics. Prereq: Cst 150 and Math 121. (3)

CST 337 Theory of Computation
Foundations of computing with emphasis on questions of what can and cannot be computed in principle, what can and cannot be computed efficiently. Models of computation, decidable and undecidable problems; computational complexity. Prereq: Math 245 or instructor consent. See Math 337. (3)

CST 340 Computer Architecture
Internal organization of the components of computer systems with special focus on the central processing unit. Systems programming, interrupts, and other applications. Prereq: Cst 261. (3)

CST 341 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 342 Satellite and Radio Communications
History and evolution of radio communications and the technological and economic advantages and problems with satellite communications. A high level of student interaction including reports, class discussion, and lab projects. Prereq: Cst 246 or Cst 250 or consent of instructor. (3)

CST 343 OOP and the .NET Framework
An advanced course in programming emphasizing the development of reusable software components via the object oriented programming (OOP) capabilities of C#. Topics include user interface controls; exception handling; inheritance; abstract classes; function overloading; operator overloading; event-driven programming; polymorphism; ADO.NET; ASP.NET; and UML. Extensive programming required. Prereq: Any 200 level programming course. (3)

CST 345 Combinatorics
Permutations and combinations; identities involving binomial coefficients; inclusion-exclusion principle; recurrence relations; generating functions; introduction to the theory of graphs. See Math 345. Prereq: Math 245 and 231. (3)

CST 346 Advanced Data Communications
Foundations of communications theory including signaling, TDM, STDM, Frame-Relay, ATM, various modulation methods, methods of sizing and optimizing of data circuits, error detection and correction methods, data compression methods. Prereq: Cst 246. (3)

CST 350 Boolean Algebra and Switching Theory

CST 351 Bioinformatics
Methods for finding biological and biotechnological information. Online and hard copy methods with an emphasis on the use of various computer databases and the Internet. Prereq: Biol 201, Math 217. (3)

CST 352 Network Design
Communication 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 354 Local Area Networks
A practical examination of network topologies, protocols, and operating systems such as Windows and UNIX. The OSI 7 layer network model; packet switching, text compression, TCP/IP and file transfer protocols. Hands-on network lab experience. Prereq: Cst 246 or consent of instructor. (3)

CST 355 Wireless Communication Systems
Foundations of radio-cellular communications including a variety of systems and techniques. Wireless architectures, spectrum management, channel capacity, and system interoperability. Prereq: Cst 246. (3)

CST 356 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 model, synchronous and asynchronous event handling, IPC, RPCs and sockets, and distributed applications. Course includes learning to program with JAVA in UNIX and Windows environments. A computer use course. Prereq: Cst 250 or Cst 365. (3)

CST 357 Switching
The Switching course enables students to build scalable multilayer switched networks, to create and deploy global intranet, and to implement basic troubleshooting techniques in environments that use switches for client hosts and services. This course also teaches students how to improve traffic flow, increase reliability and performance for LAN switching that is self-supported or transported via a service provider. The switched network will include IP data, ICP (voice), and WLAN (wireless) connectivity. The purpose of this course is to give the student an in-depth understanding of the theoretical explanations of multilayer switching. Prereq: Cst 352. (3)

CST 358 Advanced Network Design
The Advanced Network Design course is designed to teach the student important knowledge and skills necessary in advanced routed networks. This course covers topics on IP Addressing, Routing Principles, configuring RIP, EIGRP, EIGRP; Open Shortest Path First, IS-IS and BGP routing protocols. The course teaches students scalable network design, network configuration, maintenance, multicasting and route manipulation in a network. The focus is on routers connected in LANs and WANs typically found at medium-to-large network sites. Prereq: Cst 352. (3)

CST 359 Advanced Network Design
The Advanced Network Design course is designed to teach the student important knowledge and skills necessary in advanced routed networks. This course covers topics on IP Addressing, Routing Principles, configuring RIP, EIGRP, EIGRP; Open Shortest Path First, IS-IS and BGP routing protocols. The course teaches students scalable network design, network configuration, maintenance, multicasting and route manipulation in a network. The focus is on routers connected in LANs and WANs typically found at medium-to-large network sites. Prereq: Cst 352. (3)

CST 360 Implementing Secure Converged Wide Area Networks
This course teaches students techniques to secure and expand the reach of the enterprise network to teleworkers and remote sites by focusing on securing remote access and/or client configuration. Topics include the hierarchical network model as it pertains to the WAN, teleworker configuration and access, frame mode MPLS, site-to-site IPSec VPN, IPv6 and strategies that are used to mitigate network attacks, device hardening and IPS firewalls features. Prereq: Cst 352. (3)

CST 361 Optimizing Converged Wide Area Networks
The Optimizing Converged WANs course conveys knowledge and skills for optimizing effective Quality of Service (QoS) techniques for converged networks. Materials include implementation of a VoIP implementation of QoS on converged networks, specific IP QoS mechanisms for implementing the DiffServ QoS model, AutoQoS, wireless management and wireless security applications. Prereq: CST 352. (3)
CST 365 Network Applications Development
Design and programming applications for networks and the World Wide Web; client side and server side processing; the use of a web browser as a client and user interface. Internet protocols such as https, ftp; and ssl 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 366 Cryptography
The tools and techniques used to secure communications. Topics include: data encryption, public and private keys, and user authentication techniques. Prereq: Cst 250 and Math 245. (3)

CST 367 Web Based Data Applications
Interactive web-based applications that use one or several databases. Theoretical and project oriented. Prereq: Cst 333 and any 200 level programming course and some HTML and other scripting languages. (3)

CST 368 Internet Security
Security issues pertaining to Internet, intranet, and the 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 layer 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 250 or 365. (3)

CST 370 Software Engineering I
What constitutes good software quality and what kinds of development processes support its creation? Repeated tasks in software development are used as case studies in software design. Individual assignments and group project. Prereq: Cst 250 or 365. (3)

CST 371 Distributed Databases
Use of multiple, physically and logically separate databases. Data modeling, horizontal and vertical fragmentation, distributed query processing, concurrency, deadlocks, and recovery techniques. Heterogeneous and object-oriented databases. Prereq: Cst 333. (3)

CST 372 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 375 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 also covered. Prereq: Cst 346 or 352 or 354. (3)

CST 376 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 custom protocols; chat, instant messaging, file sharing, and other technologies. Course includes learning to program with JAVA in UNIX and Windows environments. A computer use course. Prereq: Cst 365, or Cst 250. (3)

CST 380 Pattern Recognition
Statistical and semantical methods of pattern recognition and analysis. Image processing, control, decision making, and problem solving by computer. Prereq: Cst 280 and Math 217. (3)

CST 381 Artificial Intelligence
Advanced problems of programming computers to perform tasks regarded as requiring human intelligence. Covers: classical logic; logical proofs; logic in game playing; and logic in PROLOG. Extensive programming in PROLOG; a declarative rather than procedural language like C++. Other programming tasks will be required. Prereq: Cst 250 or 365. (3)

CST 382 Computer Graphics
Representation, manipulation, and display of two- and three-dimensional objects. Applications to specific problems, including computer games. Prereq: Cst 280 or concurrent. (3)

CST 385 Robotics
Autonomous robot design, construction, and programming. Programming of an embedded processor to read, interpret, and respond to sensor reading describing the real world. Introduction to robotic sensors and the logic required to enable them to construct a view of the external world. An autonomous mobile robot will be constructed and programmed for the course project. Extensive programming, electronic circuit construction, and mechanical assembly required. Prereq: Cst 280 and Cst 261. (3)

CST 386 Information Retrieval

CST 387 Advanced Data Structures
Analysis of complex data structures and algorithms used in network design, operating systems, and other areas of computer science. Topics include articulation points in graphs, biconnectivity, graph diameter, flow networks, minimum spanning tree and its implementation with Fibonacci heaps and disjoint sets, and difference constraints. Emphasis on techniques for correctness, proofs, and worst case complexity analysis of algorithms. A computer use course. Prereq: Cst 280. (3)

CST 390 Special Topics in Computer Science
Course content varies. May be repeated if different special topics are offered. Prereq: vary. (3)

CST 391 Special Topics in Network Computing
Course content varies. May be repeated if different special topics are offered. Prereq: vary. (3)

CST 395 Independent Study /Internship
Prereq: approval of a faculty sponsor and the department chair. (3)

CST 399 Senior Project
Project to be undertaken at the end of the program of study. Students must obtain a faculty sponsor; prepare a written proposal that includes course objectives, time tables, and measurable evaluation criteria; and receive approval from both the faculty sponsor and department chair. (3)

Criminal Justice Leadership

CJL 200 Introduction to Criminal Justice
A survey and analysis of the criminal justice system, including an historical and philosophical overview of its development, with special emphasis on the system's primary components (Police, Courts, Corrections and Juvenile) and the relationship among these components in the administration of criminal justice in America. IAI – CRJ 911 (Formerly CJL 300) (Offered every semester) (3) This course is a prerequisite [or co-requisite] for all subsequent criminal justice courses. (3)

CJL 210 Introduction to Policing
An introduction to the theories and techniques of modern policing, to include a historical overview of the genesis of the modern police force; the structure and integration of the various levels of law enforcement in America; the structure and mission of a police agency's component parts; the Constitutional and ethical considerations and constraints faced by law enforcement professionals; the dynamics of police-community relations; and the various enforcement methods used by police agencies. (Offered fall semester even years) (3)

CJL 220 Juvenile Justice
History and philosophies of society's reaction to juvenile behavior and problems. Interaction among the police, judiciary, and corrections are examined within the context of cultural influences. Theoretical perspectives of causation and control of delinquency are examined. IAI – CRJ 914 (Formerly CJL 320) (Offered spring semester odd years) (3)

CJL 230 Introduction to Corrections
An overview and analysis of the American correctional system: history, evolution, and philosophy of punishment and treatment; operation and administration in institutional (Jails & Prisons) and non-institutional settings (Probation & Parole); and issues in correctional law. IAI – CRJ 911 (Offered fall semester odd years) (3)

CJL 240 Introduction to Criminology
An introduction to the multi-disciplinary study and analysis of the nature, causes, and control of crime; measurement of crime; and the interactive roles of the system, victim, and offender. IAI – CRJ 912 (Offered spring semester even years) (3)

CJL 250 Criminal Law
A study of the substantive criminal law including the historical and philosophical developments of substantive and procedural law; Students will learn to define and apply terms of law and concepts that accompany them; discuss the classifications of crime; discuss and relate the elements of crimes and the penalties attached thereto according to model penal code; and discuss the criminal responsibilities of persons. This course will focus on criminal law, using the current Penal Code. The course will also examine and analyze the structure and function of substantive criminal law and the principles of criminal law, including the acts, mental state, and attendant circumstances that are necessary elements of crime. IAI – CRJ 913 (Offered fall semester odd years) (3)

CJL 305 Research Methods
An introduction to the process, logic, and skills of gathering data using the scientific method. The range of research designs, their strengths and weaknesses,
the specific research tools needed for the collection of criminal justice data, analytical techniques, and appropriate policy responses are examined. (Offered fall semester even years) (CJL 200 is a prerequisite for this course) (3)

CJL 360 Community-Based Corrections
A study of probation, parole, diversion, pre-release, and intermediate sanctions. Specific focus will be critical analyses of the statutes and policies relating to the administration of community-based correctional programs. Students will discuss classical and contemporary issues in criminal justice, and discriminate fact from fiction. (Offered spring semester even years) (3)

CJL 365 White Collar Crime
An examination of white-collar crime; particularly definitional issues. The nature and scope of white-collar crime; the costs associated with white-collar crime, and especially corporate crime are investigated. Other topics include: digital crime, occupational crime, and governmental crime. Students will explore how the criminal justice system responds to such crimes and what interventions have been utilized. Finally, students will explore why white collar crime occurs. (Offered fall semester even years) (3)

CJL 368 Criminal Justice Administration
An overview of the problems faced by managers of justice-related agencies, including the principles of police, courts, and corrections management. The effects of the criminal justice process on practitioners, clients, and the public will be analyzed. In addition, discussion includes resources, organizational status, and leadership in law enforcement agencies, courts, and correctional settings, with particular emphasis on how leadership influences the effectiveness of the organization. The construct of bureaucracy and the major theoretical foundations of leadership are also examined. (Offered fall semester odd years) (3)

CJL 381 Death Penalty in America
An examination of the ethical considerations and constraints relevant to the criminal justice system. The course will use scenario-based exploration of the issues of crime and justice in the context of a contemporary diverse society. Topics include police corruption, corrections and judicial corruption, diversity issues pertaining to agency practitioners and interacting in a diverse world. Specific attention is given to the effect of race, ethnicity, gender and special populations on offending and victimization, adjudication and sentencing. (Offered spring semester odd years) (3)

CJL 382 Criminal Investigation
An introduction to investigation techniques, interviewing techniques, detection of deception, and the qualities of a credible witness. Topics include issues with eye-witness testimony, cultural considerations when conducting an investigation, professional ethics and of course, what does forensic really mean in the context of investigation. (Offered fall semester even years) (3)

CJL 383 Technology in Criminal Justice
An overview of the ways in which technological innovations have assisted criminals in the commission of crimes, police in the detection of crimes, and the courts in the determination of guilt. An additional component will be the use of technology in the handling of offenders once arrested—electronic monitoring, biometric identification, use and myths of DNA, GIS tracking, etc. (Offered summer semester odd years) (3)

CJL 384 Profiling
An introduction to the use of multidimensional data to study crime, criminals, victims, and criminogenesis. Discussion includes classification of crimes/criminals by typologies and their application to the prevention, prediction and control of crime. The student will learn to synthesize information about crimes and criminals to derive essential and common elements from a variety of criminal actions. The student will evaluate the role of media, and appraise the effect on contemporary crime control techniques. Finally, students will discuss classical and contemporary issues in criminal justice, and sort out fact from fiction. (Offered fall semester odd years) (3)

CJL 389 Topics in Criminal Justice
Courses taught under this rubric will be faculty areas of specialization not currently in the catalog and are designed to give the advanced undergraduate student academic flexibility. May be repeated for credit so long as the topic is different. (This course requires instructor approval) (3)

CJL 390 Senior Seminar
Designed as a comprehensive synthesis of the knowledge and skills learned in the curriculum, this capstone course will study the history of American emergency responses, the strategies used in prevention and response. Case studies include emergencies, responses and the lessons learned. (Offered every spring semester beginning 2010) (This course requires instructor approval) (3)

CJL 391 Criminal Justice And Terrorism
A review of the historical and contemporary terrorist threats, domestic and foreign. In particular, terrorist tactics, targets, and strategies will be explored. Additional attention will be given to the psychology of terrorism, such as motivations and objectives. (Offered periodically) (1)

CJL 392: Organized Crime
An overview of organized crime and a historical survey of it’s entry into America. Students will explore the nature and the scope of the ever changing influence of organized crime, and review the effective tactics in fighting it. An evolution of organized crime from a relatively local phenomenon into a multinational entity will be presented. (Offered periodically) (1)

CJL 393 Private Security
An overview of the roles and functions of security and a review the issues of security training, education, certification and regulation. Attention will be given to challenges of security in the workplace, specific threats, technology, and security law. (Offered periodically) (1)

CJL 394 Emergency Response and Disaster Management
An overview of the history of American emergency responses, the strategies used in prevention and response. Case studies include emergencies, responses and the lessons learned. (Offered periodically) (1)

CJL 395 Drugs and Crime
A survey of the nature and extent to which the use, sales, manufacturing, and importation of drugs have impacted the criminal justice system. (Offered periodically) (1)

CJL 396 Comparative Criminal Justice
A comparison of the US justice system with those of other countries and cultures. (Offered periodically) (1)

CJL 397: Investigating Child Abuse and Neglect
An exploration of the various 20th century social movements that have confronted the criminal justice system, and the various ways these movements have affected judicial interpretation of the U.S. Constitution. Specific areas of focus include the impact of civil rights on police methods, prison reform and hate crimes legislation; civil liability of law enforcement and correction officials; the rights pertaining to due process and equal protection for accused and convicted individuals; and the role of law in efforts to evaluate and solve social problems. (Offered fall semester odd years) (CJL 250 & CJL 200 are prerequisites for this course) (3)

CJL 398: Investigating Child Abuse and Neglect
An introduction to the use of multidimensional data to study crime, criminals, victims, and criminogenesis. Discussion includes classification of crimes/criminals by typologies and their application to the prevention, prediction and control of crime. The student will learn to synthesize information about crimes and criminals to derive essential and common elements from a variety of criminal actions. The student will evaluate the role of media, and appraise the effect on contemporary crime control techniques. Finally, students will discuss classical and contemporary issues in criminal justice, and sort out fact from fiction. (Offered fall semester odd years) (3)

Economics
ECO 101 Principles of Economics I
Overview of how a market society works, trades, consumes, redistributes, and enjoys the fruits of its produce. Macroecномics is a Sears Tower look at the
whole economy; the course will connect the tiny dots to see the big picture. For the student who wants to know more about the relationship between war and growth, free trade and wealth, investment interest rates, and the fights against inflation and unemployment. Also available through External Studies Program. (3)

ECON 102 Principles of Economics II
“The purpose of studying economics,” said a famous economist, “is to avoid being deceived by economists.” Most economic policy, from welfare reform to federal income taxation, is drafted and defended with the language of “microeconomic” logic. Microeconomics is about the person on the street, the family, Connnie’s Pizza, Bill Gates and monopoly, Enron and information, gangs and drugs, pollution and production, the Montgomery Bus Boycott, the “feminization of poverty” and the history of welfare reform. Also available through External Studies Program. Prereq: Econ 101. (3)

ECON 205 The American Economy
What did President Clinton mean when he famously proclaimed, “It’s the economy, stupid”? What, after all, is the American economy? A non-technical, though rigorous, introduction to the major movements in the American economy and what today’s economists think we should do about them. (3)

ECON 207 American Economic Development Since 1945
An economic historian’s examination of post-war booms and busts. The development of post-World War II economic institutions and stresses that emerged within them. Domestic and international macroeconomic trends; monetary, fiscal, and social policy; relations between organized labor and business; the astonishing changes in wages and contracts and labor force participation. Prereq: Econ 101. (3)

ECON 209 Unionism and Collective Bargaining
History, structure, and function of organized labor in the U.S. Negotiation, collective bargaining, wages and employment, and evolution of the present legislative and judicial frameworks. (3)

ECON 301 Money and Banking
See Fin 301. (3)

ECON 211 Labor and Government
The spirit and impact of social policy on employment and labor relations. A hand-nosed look at minimum wage; unemployment insurance; equal opportunity and affirmative action; public service employment; welfare reform; parental leave; collective bargaining regulations; and restrictions on plant closings. (3)

ECON 212 Race, Gender, and Social Policy
An interdisciplinary course on race and class inequalities and the role of public policy in sometimes ameliorating and sometimes exacerbating these inequalities. Topics include affirmative action, school segregation and integration, and welfare reform. (3)

ECON 214 Economics of Globalization
Goods are rarely made and sold within a single country anymore. The increasingly interconnected global economy from the perspectives of workers, consumers, and owners. (3)

ECON 216 The Economics of the Minority Experience
The economist’s approach to problems of production and underconsumption among minorities. Emphasis on minority development; income and wealth distribution; minority business enterprises; political and economic institutions; urban housing; transportation and health care. (3)

ECON 234 Elementary Statistics
Sir Francis Galton believed the normal distribution—the bell curve—“would have been personified by the Greeks and deified, if they had known it.” Frequency distributions, measures of central tendency and dispersion, binomial and normal distributions, estimation and tests of hypotheses, introduction to linear regression and correlation. Prereq: Math 116 or 121. (3)

ECON 241 Investments
See Fin 321. (3)

ECON 302 History of Economic Thought
“Madmen in authority, who hear 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 economic theory and distinguished student of the history of economic thought. The development of economic thinking from the 16th century through the present day. Theories and methodologies of some great economists, such as Adam Smith, David Ricardo, Karl Marx, and Lord Keynes. Prereq: Econ 101. (3)

ECON 305 Modern Political Economy
Topics from Marxist, Post Keynesian, and Institutionalist approaches to political economy; focus on their philosophical foundations and political implications. Topics may include growth, distribution, and prices; classes, exploitation, and alienation; the labor theory of value; historical materialism; and the economics of socialism. Prereq: Econ 323. (3)

ECON 306 Industrial Organization
How is Walmart different from your neighborhood convenience store? Evolution of institutional organization of industry in the American economy. Trade associations, cartels, price leadership, and governmental regulatory agencies. Prereq: Econ 102. (3)

ECON 308 Feminist Economics
What is the difference between cooking at home and cooking in a restaurant? A nontraditional study of the economic situation of women in the United States. Most economic analysis assumes individuals “choose” to make “mutually beneficial exchange.” The focus here gives attention to power and provisioning as well as choice and exchange. Interactions among the family, the labor market, and the government in determining women’s economic fortunes. Prereq: Econ 102. (3)

ECON 309 Economics of Urban Inequality
Economic and sociological theories of urban inequality. Urban economic and population trends; urban labor markets and poverty; urban housing markets and poverty; the links between cities and suburbs. Prereq: Econ 102. (3)

ECON 317 Economics of Work and Labor
Study of labor from neoclassical, Institutionalist, and Marxian perspectives. Quantity and quality of labor supply; demand for labor, discrimination, unemployment, and income inequality. Prereq: Econ 102. (3)

ECON 318 Contemporary Problems in Collective Bargaining
Current status of labor-management relations, union organizing, and collective bargaining. Challenges to union organizing; effects of unions on wages, productivity, profits, and inflation; employer demands for concessions and union responses; government policies concerning unions; significance of labor market flexibility. Prereq: Econ 102. (3)

ECON 320 Government in Business
Libertarian or socialist, Republican or Democrat, you have to care. Historically and quantitatively speaking, what does government contribute to the profits of business and the prices and choices available to consumers? Topics have included case studies of regulation in railroad, airline, oil, tobacco, and other industries. Prereq: Econ 102. (3)

ECON 321 Income and Employment Theory
Intermediate macroeconomics. Contemporary theories of income, employment, money, and the business cycle. Topics may include government stabilization policy, international economic relations, economic growth, and the distribution of income. Prereq: Econ 101 and 102 with a grade of C or higher. (3)

ECON 323 Price Theory
Intermediate microeconomics. Theories of the household and the firm as a foundation for the determination of prices in a market economy, efficiency and social welfare, the effects of monopoly, the distribution of income, and government policy. Prereq: Econ 102 with a grade of C or higher. (3)

ECON 330 United States Economic History, 1870 to 1940
Like astronomy, economics is primarily a historical science. History is, in fact, a most important observatory for learning about the economic universe. The course reveals the surprising amount of quantitative and qualitative evidence economists have been able to amass to rewrite the histories of slavery, agriculture, the railroad, the corporation, welfare, war, gold, and colonialism. Prereq: Econ 323. (3)

ECON 333 Comparative Economic Systems
Theory and practice of capitalism and socialism in selected countries; approaches to the transition from socialism to market systems. Prereq: Econ 102. (3)

ECON 335 Rhetoric/Writing Economics and Social Science
An introduction to the varieties of rhetoric employed in economics and other human sciences, including parts of philosophy and statistics. Practices of reading for the variety of rhetoric will be complemented by practices of writing for them. Students will learn to write persuasively in their home disciplines, and in several different genres. Prereq: Econ 102. (3)

ECON 338 Money and the Economy
Role of money and financial institutions in modern economies investigated through modern macroeconomic theory. Prereq: Econ 301. (3)

ECON 346 Introduction to Econometrics
Construction of economic models, statistical testing of economic hypotheses, and estimation of parametric values in economic relationships using regression analysis. Computer applications. Prereq: Econ 234. (3)

ECON 347 Topics in Quantitative Economics
Advanced econometric theory, linear programming, simulation, optimization techniques, dynamic analysis, and advanced theory. Computer applications where appropriate. Prereq: Econ 234, 346, and 363, or consent of instructor. (3)
ECON 352 Urban Economic Development
Interdisciplinary approach to theories of urban/local economic development including economics, planning, political science, finance, sociology, and marketing. Real world economic issues including local area, business, community, and human resource development, high technology, and technology transfer. Prereq: Econ 102. (3)

ECON 363 Mathematics for Economists
Mathematical tools and techniques in modern Keynesian, Neoclassical, Marxian, and Neocardinian economic theories. The methodology of mathematical economics, sets, functions, matrix algebra, comparative statics, and differential calculus. Prereq: Econ 102, Math 121, and a solid knowledge of college algebra. (3)

ECON 370 Economics of the Public Sector
Theory and practice of government involvement in resource allocation and distribution; cost-benefit analysis; various public policy issues such as medical care, crime, Social Security, and law. (3)

ECON 374 The Economics of Development and Underdevelopment
Major models in development from theoretical and practical perspectives. Mainstream, capital centered, and dualistic theories; growth with equity; basic needs; dependency; and Marxian approaches. Prereq: Econ 102. (3)

ECON 376 International Trade, Multinational Corporations, and the Question of Imperialism
Theory of international trade, international movements of capital and labor, and national commercial policies; economic analysis of multinational corporations and imperialism. Prereq: Econ 102. (3)

ECON 377 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; evaluation and reform of international monetary institutions. Prereq: Econ 102. (3)

ECON 390 Economic Theory and Policy Seminar
Application of economic theory to selected problems. Preparation and presentation of student research reports. Open to advanced economics majors only. Prereq: Econ 234, 321, and 323. (3)

ECON 395 Independent Study
Study of special topics under supervision of faculty. (3)

Education
EDUC 200 American Education
Introduction to professional course sequence. Opportunities, requirements, and expectations of the teaching profession; relation of schools to American society and culture; education issues and policy making; development of contemporary school organization, purpose, and programs. Satisfies American public education and history of education course requirements for certification. Open as elective to all University students. Prereq: sophomore standing and UWR. (3)

EDUC 210 Child Development for Educators: Infancy Through Adolescence
Comprehensive study of child growth and development from conception through adolescence. Emphasis on early stages as foundation for later physical, social, emotional, and cognitive development. Theories and current research focusing on development and learning. Detailed, major-related study of appropriately aged child as course project. (3)

EDUC 295 Independent Study
Proposal for independent study must state purpose, problem, methods of approach, and evaluation. Proposal must be approved by student's advisor and college dean and be conducted under faculty guidance. (1-6)

EDUC 303 Health for Educators
Programs and curriculum intended to help students better understand both their own health needs and those of early childhood, elementary, and secondary school students. Topics include substance abuse, nutrition, and safety. Prereq: ICTS Test of Basic Skills. (3)

EDUC 311 Adolescent Development
Physical, cognitive, social, and emotional development during adolescence. Application of developmental principles to middle school and high school students. (3)

EDUC 313 Foundations 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; parent and community involvement and the use of technology to support learning. (3)

EDUC 321 Creative Arts in Education
Methods and attitudes to develop artistic interests and skills in children. Integration of music, art, movement, and dramatics into the curriculum. Prereq: for elementary education majors Educ 200, 210, and consent of instructor. (3)

EDUC 352 Topical Workshop
Topics may include multicultural education and other issues in contemporary education. Not applicable toward BAE degree without special permission of undergraduate advisor. Prereq: consent of advisor and ICTS Basic Skills Test. (1-6)

EDUC 358 Linguistics for Teachers of English as a Second Language
Theory and research on learning English as a second language (ESL). Foundation for understanding linguistics and learning theory specific to ESL and bilingualism. Thirty clock hours of field experience required. Prereq: Educ 334. (3)

EDUC 368 Foundations of Bilingual and ESL Education
Historical, philosophical, theoretical, sociocultural, and legislative foundations of bilingual and ESL education in the U.S. Comparison of different methods and models of bilingual and ESL education; examination of current issues. Ten clock hours of field experience required. (3)

EDUC 370 Cross-Cultural Studies for Teaching Limited English Proficient Students
The impact of culture on individuals, groups, school, work, communities, and society. Ecological perspective on culture and context; focus on individuals with limited English proficiency in the US. (3)

EDUC 373 Assessment of Bilingual Students
Full range of bilingual assessment from standardized tests such as the Language Assessment Scale 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. Fifteen clock hours of field experience required. (3)

EDUC 374 Methods and Materials for Teaching Limited English Proficient Students in Bilingual Programs
Comprehensive overview of theories, techniques, and principles. Methods and materials across subject areas and grade levels; emphasis on the development of listening, speaking, reading, and writing skills across the curriculum for LEP students. Constructivist approach to learning and methods for adapting lessons to meet the specific needs of LEP students. Fifty clock hours of field experience required. (6)

EDUC 375 Methods and Materials for Teaching English as a Second Language
Comprehensive overview of theories, techniques, and principles. Methods and materials across grade levels; issues related to needs assessment, unit/lesson planning, selection/evaluation of classroom materials, development of materials for second language instruction. Various developmental processes involved in the learning of primary and secondary languages as basis for instruction techniques at all grade levels. Twenty-five clock hours of field experience required for bilingual approval students. (3)

EDUC 385 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. Prereq: familiarity with basic computer applications and ICTS Basic Skills Test. (3)

EDUC 395 Independent Study
Proposal for independent study must state purpose, problem, methods of approach, and evaluation. Proposal must be approved by student's advisor and college dean and must be conducted under faculty guidance. (1-6)

Education: Early Childhood
ECHD 305 Assessment in Early Childhood
Introduction to early childhood measurement and assessment techniques. Fundamentals of psychometric theory; review of commonly used standardized tests and classroom evaluation techniques. Prereq: Educ 210 and ICTS Basic Skills Test. (3)

ECHD 309 Child, Family, and Community
Family and community involvement in educational programs; impact on child and family development. Prereq: ICTS Basic Skills Test (3)

ECHD 311 History and Philosophy of Early Childhood Education
Historical and philosophical perspectives of early childhood education goals and practices, program models, and issues. Prereq: ICTS Basic Skills Test. (3)

ECHD 332 Pre-Primary Science, Math, and Social
Concepts in Early Childhood Education
Constructivist research and theories in teaching science, math, and social studies to children from infancy through kindergarten. Prereq: Educ 210, ICTS Basic Skills Test, and consent of advisor. (3)

ECHD 335 Primary Science, Mathematics, and Social Concepts in Early Childhood Education
Introduction to constructivist research and theories in teaching science, mathematics, and social studies to children from grades one through three. Examination and evaluation of appropriate materials and activities in school settings. Requires 25 clock hours of field experience. Prereq: 210, ICTS Basic Skills Test, and consent of advisor. (3)

ECHD 334 Language Development
Language development from infants through primary-aged 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. Attention to linguistically diverse populations as well as to children who develop differently from the norm. Prereq: ICTS Basic Skills Test. (3)

ECHD 337 Literacy in Early Childhood Education
Reading and Language Arts
Theory and research on literacy development. Selection and development of prereading/prewriting and reading/writing curricula for preschool, kindergarten, and primary grades. Emphasis on development of literacy in the primary grades. Requires 25 hours of field experience. Prereq: Educ 210, 221, 309, 334, or consent of instructor, and ICTS Basic Skills Test. (6)

ECHD 338 Early Childhood Curriculum: Infant/ Toddler and Preschool/Kindergarten
Analysis of content, materials, and organization for instructing children in infant, toddler, preschool, and kindergarten programs. Requires 25 clock hours of field experience. (3)

ECHD 374 Student Teaching and Seminar in Early Childhood Education: Preschool
Supervised observation and teaching. Students design and implement curriculum plans and assess individual child and group progress. Students demonstrate their understanding of the role of family and community in child education. Seminar discussions on educational setting and analysis of student's own role in classroom and community. Prereq: all methods and field experience courses, 100 clock hours of field experience, successful completion of all required State certification tests, and consent of advisor. (6)

ECHD 375 Student Teaching and Seminar in Early Childhood Education: Kindergarten/Primary
Supervised observation and teaching in primary grade settings. Students design and implement curriculum plans, assess progress of individual children and the group, and demonstrate understanding of the role of family and community in child's education. Weekly seminar discussions focus on educational setting, teaching strategies, and individual problems. Prereq: all methods and field experience courses, 100 clock hours of field experience, successful completion of all required State certification tests, and written consent of advisor. (6)

ECHD 382 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 IFSPs and IEPs. Twenty hours of field experience required. Prereq: Ed 319 and ICTS Basic Skills Test. (3)

ELED 261 Pre-Student Teaching Field Experience
Weekly seminar sessions focus on roles and responsibilities in elementary school teaching. Requires at least 40 clock hours of observation, participation, tutoring, and small and large group instruction in educational setting. Prereq: senior standing and consent of advisor. (3)

ELED 366 Student Teaching and Seminar in the Elementary School
Supervised observation and teaching in a local K-9 elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems; emphasis on development of independence and skills through self-analysis techniques. Prereq: all education courses, senior standing, all general education requirements, 100 clock hours of field experience, consent of advisor and ICTS Basic Skills Test. (6)

ELED 326 Field Experience and Seminar
Weekly seminar sessions develop observation skills and focus on topics of classroom management and parent communication. Requires 30 clock hours of observation and participation in educational settings, including tutoring and small group instruction. Prereq: Educ 200 or 210, or concurrent. (3)

ELED 321 Teaching Mathematics in the Elementary School
Mathematical concepts from the K-9 elementary school curriculum. Emphasis on implementing NCTM standards, the use of manipulatives, cooperative learning, problem solving and integration of mathematics into other content areas. Prereq: Educ 200, 210, Eled 261, Math 105, and ICTS Basic Skills Test. (6)

ELED 325 Teaching Science in the Elementary School
Place of natural and physical science in elementary school curriculum; application of learning principles and consideration of children's interests in selection and use of science instructional materials; analysis of courses of study. Prereq: Educ 200, 210, Eled 261, and ICTS Basic Skills Test. (3)

ELED 327 Teaching Social Studies in the Elementary School
Analysis of social studies programs in K-9 elementary schools. Objectives, traditional and computer assisted methods, materials, organizational structure, and evaluation. Basic social sciences concepts, contributions of educational, multicultural, and urban studies research. Students use community resources and problem solving approaches to construct teaching-learning materials. Emphasis on individualizing instruction to meet needs of all children. Prereq: Educ 200, 210, Eled 261, and ICTS Basic Skills Test. (3)

ELED 361 Pre-Student Teaching Field Experience
Weekly seminar sessions focus on roles and responsibilities in elementary school teaching. Requires at least 40 clock hours of observation, participation, tutoring, and small and large group instruction in educational setting. Prereq: senior standing and consent of advisor. (3)

ELED 366 Student Teaching and Seminar in the Elementary School
Supervised observation and teaching in a local K-9 elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems; emphasis on development of independence and skills through self-analysis techniques. Prereq: all education courses, senior standing, all general education requirements, 100 clock hours of field experience, consent of advisor and ICTS Basic Skills Test. (6)

ELED 320 Teaching Reading in the Elementary School
Approaches to teaching beginning- and primary-level reading and expanded approaches at all levels including middle school; language arts/reading interrelatedness. Balanced literacy and literature-based instruction; assessment strategies, materials, and organization of differentiated programs of reading instruction. Prereq: Educ 200, 210, Eled 261, and ICTS Basic Skills Test. (6)

ELED 322 Teaching Language Arts in the Elementary School
Objective and materials in teaching listening, speaking, and writing skills in elementary schools. Emphasis on literature-based instruction. Effects of diverse cultural and literary heritage on children's literature. Prereq: Educ 200, 210, Eled 261, and ICTS Basic Skills Test. (3)

ELED 327 Teaching Social Studies in the Elementary School
Analysis of social studies programs in K-9 elementary schools. Objectives, traditional and computer assisted methods, materials, organizational structure, and evaluation. Basic social sciences concepts, contributions of educational, multicultural, and urban studies research. Students use community resources and problem solving approaches to construct teaching-learning materials. Emphasis on individualizing instruction to meet needs of all children. Prereq: Educ 200, 210, Eled 261, and ICTS Basic Skills Test. (3)

SEED 301 Seminar in Secondary Education
Principles and practices of secondary education (6-12). Curriculum, student-centered instructional methods; approaches to assessment; classroom management; reflective practice. Requires 30 hours field experience in a variety of educational settings. Prereq: consent of advisor and ICTS Basic Skills Test. (3)

SEED 321 Methods of Teaching Secondary Business Education
Curriculum, instruction, standards, and assessment for business, economics, accounting, and keyboarding. 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 301 or concurrent and ICTS Basic Skills Test. (3)

SEED 322 Methods of Teaching Secondary Science
Curriculum, 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: consent of advisor and ICTS Basic Skills Test. (3)

SEED 323 Methods of Teaching 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: consent of advisor and ICTS Basic Skills Test. (3)

SEED 326 Methods of Teaching Secondary Social Studies
Experience and practice in social studies curriculum theory, research-based instruction, standards, and assessment. Based on National Council of Teachers of the Social Studies for the design of student-centered programs, including courses, units, activities, and learning experiences. Focus on grades 6-12. Prereq: consent of advisor and ICTS Basic Skills Test. (3)

SEED 327 Methods of Teaching Secondary English
Experience and practice in English language arts curriculum theory, research-based instruction, standards, and assessment. Based on standards of the National Council of Teachers of English for the design of student-centered programs, including courses, units, activities, and learning experiences. Focus on grades
SPED 342 Characteristics and Methods of Teaching Students With Cognitive Disabilities
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 techniques; recent research. Prereq: Sped 319. (4)

SPED 343 Characteristics and Methods of Teaching Students With Behavior Problems
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. Prereq: Sped 319. (4)

SPED 345 Characteristics and Methods of Teaching Students With Physical and Other Health Related Disabilities
Educational considerations for students with physical disabilities and other health impairments. Emphasis on technology, assistive strategies, the principle of partial participation, and curriculum modification and adaptation. Recent research in disabilities that limit mobility, fine and gross motor skills, and independent living. Prereq: Sped 319. (4)

SPED 346 Characteristics and Methods of Teaching Students With Perception and Other Specific Learning Disabilities

SPED 361 Internship in Special Education
Five-week internship in special education setting; hands-on work with students with special needs. Precedes student teaching and seminar in special education. Participation in educational settings including individual tutoring and small group instruction. Prereq: Educ 200, 210, or concurrent. (3)

SPED 309 Child, Parent, and Community
Parent and community involvement in educational programs; impact on child and family development. (3)

SPED 319 Exceptional Children and Youth
Comprehensive overview of all types of exceptionality. Fulfills requirements of Illinois House Bill 150. Exceptional characteristics of mentally, physically, or emotionally disabled children; the special instructional programs, practices, and facilities that help them realize their potential more fully. (3)

SPED 340 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 reporting test results. Prereq: Educ 319 or consent of instructor. (3)

SPED 324 Characteristics and Methods of Teaching Students With Cognitive Disabilities
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 techniques; recent research. Prereq: Sped 319. (4)

SPED 343 Characteristics and Methods of Teaching Students With Behavior Problems
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. Prereq: Sped 319. (4)

SPED 345 Characteristics and Methods of Teaching Students With Physical and Other Health Related Disabilities
Educational considerations for students with physical disabilities and other health impairments. Emphasis on technology, assistive strategies, the principle of partial participation, and curriculum modification and adaptation. Recent research in disabilities that limit mobility, fine and gross motor skills, and independent living. Prereq: Sped 319. (4)

SPED 346 Characteristics and Methods of Teaching Students With Perception and Other Specific Learning Disabilities

SPED 361 Internship in Special Education
Five-week internship in special education setting; hands-on work with students with special needs. Precedes student teaching and seminar in special education. Participation in educational settings including individual tutoring and small group instruction. Prereq: Educ 200, 210, or concurrent. (3)

SPED 309 Child, Parent, and Community
Parent and community involvement in educational programs; impact on child and family development. (3)

SPED 319 Exceptional Children and Youth
Comprehensive overview of all types of exceptionality. Fulfills requirements of Illinois House Bill 150. Exceptional characteristics of mentally, physically, or emotionally disabled children; the special instructional programs, practices, and facilities that help them realize their potential more fully. (3)

SEED 350 Field Experience in Secondary School
Observation and classroom experience in educational settings. In-depth lesson and unit development and presentation using multiple methods and assessments. Focus on various classroom management approaches within the context of reflective practice. Forty-five clock hours of field experience. Prereq: Educ 301, consent of advisor, and ICTS Basic Skills Test. (4)

SEED 360 Student Teaching and Seminar in the Secondary School
Supervised observation and teaching in local junior or senior high school. Seminar discussions of observational records, teaching strategies, evaluation, and individual problems. Emphasis on development of independence and skills through self-analysis techniques. Prereq: recommendation of Seed 350 instructor. One hundred clock hours of field experience and consent of advisor. See section on student teaching for other requirements. (6)

Eng: Language for Thought: Literature
English
ENG 100 Basic Writing Practice
Integrated practice in reading and writing skills necessary for college-level work. Small, personalized classes help students develop analytical and organizational strategies for both multi-drafted writing projects and in-class essay exams. This is a pass/fail course. Many students complete the course with a passing grade (P) in one semester. Those who need more practice may have an additional semester in which to complete it without paying additional tuition. (3)

ENG 101 Introduction to Composition
Instruction and practice in analytical reading, expository writing, and revision strategies. Techniques for developing arguments based on multiple sources. (3)

ENG 102 Argumentation, Analysis, Research
Continuation of English 101 with longer, more complex writing assignments in argumentative forms; increased attention to analytical readings; training in the use of the library and in integrating secondary sources. All students write two documented research papers. (3)

ENG 205 Introduction to Shakespeare
Study of Shakespearean drama, including representative works from the major genres (tragedy, comedy, history, romance). Roots of Shakespeare's literary influence; rich imagery, structural sophistication, and verbal virtuosity of the plays. The place of the drama in the political and social spheres of early modern Britain. (3)

ENG 207 Introduction to African-American Literature
African-American literature from the 18th century to the present. Early slave narratives and poetry; writings about abolition and Jim Crow; Harlem Renaissance; and postmodernist treatments of African-American experience. Satisfies non-Western requirement. (3)

ENG 210 British Literature to 1789
Survey of British literature in all genres with focus on significant works from the medieval period, the Renaissance, and the Neo- Classical Age. Distinctive characteristics of the works; connections to the traditions of British literature; contributions to the evolution of British culture. (3)

ENG 211 British Literature 1789 to Present
Survey of the Romantic, Victorian, Modernist, Postmodernist, and Postcolonial periods of British literature. Working with texts from all genres, students explore shifts in literature and aesthetics with respect to social and cultural developments. (3)

ENG 212 American Literature to 1865
Texts from the colonial period through the Civil War; emphasis on the variety of genres—Native American myths, journals and autobiographies, sermons, slave and captivity narratives, public debates, essays, poems, and prose fiction. How the social and historical contexts for these writings defined the emerging cultures of the US. (3)

ENG 213 American Literature 1865 to Present
The cultural development and literary experimentation of American writing in the wake of national crisis, through the development of the US as an industrial society, and into the era of global prominence dubbed the "American Century." The wide range of theories, practices, and social meanings of American writing. (3)

ENG 215 Introduction to Ethnic Literatures
Representative works from multiple ethnic traditions. Themes may include cultural preservation and assimilation; intersections of gender, race, and class; narrative forms and identity; and relationships between writers and their communities. Satisfies non-Western requirement. (3)

ENG 220 Introduction to Literary Analysis
Close analysis of poetry, fiction, and drama with emphasis on interpretation of literary form and language. Development of critical vocabulary for explication texts with attention to genre codes, figurative language, narrative structure, poetic diction and meter, and
dramatic forms. Introduction to basic reference sources and literary criticism. Emphasis on writing critical analyses and developing interpretive arguments. (3) ENG 221 Texts and Contexts Close textual analysis within several contextual frameworks. Comparative study of a limited set of literary texts, applying and evaluating various critical approaches and historical/cultural contexts. Awareness of why we read literature and how literary texts relate to other cultural texts. Application and comparison of critical and contextual approaches. (3) ENG 222 Writing About Ideas Advanced writing course using literary texts, readings from multiple disciplines, and writing about personal experience to involve students in the production of academic and other kinds of knowledge. Emphasis on revision, organization, argumentation, and style. Prereq: UWR. (3) ENG 253 Introduction to Creative Writing Through work in three genres—fiction, poetry, and either creative nonfiction or playwriting—students develop personal voice and effective use of concrete and metaphorical detail. The craft unique to each genre explored through critique of student writing and close reading of writing by notable authors, both contemporary and historic. Prereq: UWR or consent. (3) ENG 303 Intermediate Creative Writing Through work in two genres chosen by the instructor from fiction, poetry, and creative nonfiction, students develop their craft and build their portfolios. Focus on critique of student work; analysis of work by notable authors, both contemporary and historic; and exploration of voice, style, and techniques for effective revision. Prereq: Eng 253. (3) ENG 304 Intermediate Fiction Writing Intensive workshop in fictional narrative: Critique of student work and study of narrative craft. Understand- ing the craft of fiction through representative published work. Some attention to the history of contemporary American fiction, its influences and current directions, including short, short fiction. Prereq: Eng 253. (3) ENG 305 Intermediate Poetry Writing Intensive workshop concentrating on critique of student work augmented by close study of significant contemporary figures. Some emphasis on the history of contemporary American poetry and the student's relationship to current trends. Prereq: Eng 253. (3) ENG 306 Fundamentals of Film Studies: American Cinema Introduction to 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—the thriller, melodrama, Western, buddy picture. Prereq: Eng 220 or Art 246. (3) ENG 307 Film History History of the medium with attention to technological, aesthetic, and cultural developments and influence. Secondary focus varies by semester but may include spectacle, independent film, sound, or author theory. See Art 307. Prereq: Eng 220 or Art 246. (3) ENG 308 Topics in Film Detailed study of a genre, director, national cinema, or theoretical question in film studies. Subjects vary by semester but may include gender and film, film noir, new German cinema, women directors, African-American cinema, or theories of spectatoriality. Prereq: Eng 306 or 307. (3) ENG 309 Topics in Film and Literature Detailed study of a particular intersection of film with literature. Subjects may include Shakespearean adaptations, plays adapted to the screen, adaptations of the American or British novel, or the influence of poetry on film in the work of independent and experimental filmmakers. Prereq: Eng 306 or 307. (3) ENG 310 Early Modern Women Writers Poetry, drama, and political polemics of 16th- and 17th-century British women writers who form an impressive constellation of firsts in their fields. Study of these and other women writers of the period as pioneers in the literary tradition and as proto-feminists. Prereq: Eng 220. (3) ENG 311 Non-Shakespearean Early Modern Drama The work of some of Shakespeare's peers and primary competitors in the London theatre scene. Central issues are those of genre (comedy and tragedy and their various hybrids and offshoots) and early modern urban culture with emphasis on class and gender. Prereq: Eng 220. (3) ENG 312 British Romanticism Novels, poetry, and prose from 1780-1830 tell the story of a society struggling with social, political, and artistic changes. Focus 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. Prereq: Eng 220. (3) ENG 313 Crime in Victorian Literature Various genres of crime writing and their relationship to the criminal codes and legal discourses of 19th-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. Prereq: Eng 220. (3) ENG 314 The Rise of the British Novel British fiction's first century, 1750 to 1850. How the novel evolved; the cultural issues addressed in the novel; how writers tried to capture the diversity of human experience during that time period. Readings 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 Bronte. Prereq: Eng 220. (3) ENG 316 Modern British Literature The development and legacy of British Modernism. Innovations in literary form and genre with respect to historical events and cultural changes of the early 20th century. Authors include Joseph Conrad, Virginia Woolf, James Joyce, Katherine Mansfield, Charlotte Mew, T.S. Eliot, Stevie Smith, George Bernard Shaw, W.B. Yeats, E.M. Forster, Samuel Beckett, and Jean Rhys. Prereq: Eng 220. (3) ENG 321 Early American Fiction The development of narrative forms including picaresque, sentimental, epistolary, and gothic as expressions of concerns about emerging national identity. Writers may include Crevecoeur, Rowson, William H. Brown, Foster, Tyler, Brackenridge, Charles B. Brown, Tenney, lmmay, Rush. Prereq: Eng 220. (3) ENG 322 19th Century American Women's Fiction The work of influential American women fiction writers. Particular attention to narrative form and social themes, such as education, marriage, motherhood, abolition, and independence. Writers may include Tenney, Rush, Child, Sedgwick, Fern, Stowe, Alcott, Foster, Chopin. Prereq: Eng 220. (3) ENG 325 American Renaissance Literary work generated in the antebellum period and canonized a century later. The ways in which this canon excludes certain kinds of writing and elevates a brand of intellectualism and spirituality that contributes to the concept of American exceptionalism. Writers may include Emerson, Thoreau, Hawthorne, Poe, Melville, Fuller, Douglass, and Whitman. Prereq: Eng 220. (3) ENG 326 American Gothic Literature Cultural and psychological dimensions of gothic literature; focus on textual representations of anxieties specific to historical moments. Issues include social 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 story, psychological gothic, Southern gothic, the grotesque, female gothic, vampire story, and postmodern gothic. Prereq: Eng 220. (3) ENG 328 20th Century American Women's Fiction Women's novels and short stories and women writers' approaches to a variety of genres. Focus on gender and sexuality, the construction of identity, voice and silence, paid and unpaid labor, love and desire, violence, family roles and structure, alienation, belonging and community, public and private spaces. Ways in which issues of gender and sexuality are shaped by race, ethnicity, class, and age. Prereq: Eng 220. (3) ENG 330 Post-Colonial Literature Anglophone literature of all genres from Africa, the Caribbean, and South Asia in the aftermath of the British Empire. Emphasis on literary response to cultural and linguistic colonization; analysis of national identity, cultural hybridity, and postcolonial subjectivity, and redefinitions of race and gender. Fulfils non-Western requirement. Prereq: Eng 220. (3) ENG 331 Advanced Fiction Writing Workshop on the craft of the short story. Emphasis on the various means of storytelling—point of view, tone, character development, and plot. Prereq: Eng 303 and consent/submit portfolio to instructor. (3) ENG 332 Advanced Poetry Writing Workshop on poetic composition and revision; study of the connection between classical metrical poetry and the more eclectic free verse of contemporary poetry. Prereq: Eng 303 and consent/submission portfolio to instructor. (3) ENG 333 Advanced Play Writing Workshop on elements of writing for live performance—story, dialogue, action, characterization, and plot. Monologues written for one actor, two-person scenes, three-person scenes, blackouts, short skits, and comedy scenes. Students will read from their work throughout the semester and supplement their own writing with readings of contemporary authors. Prereq:
Eng 303 and consent/submit portfolio to instructor. (3)

ENG 334 Advanced Nonfiction Writing
A workshop on the techniques of nonfiction storytelling: emphasis on personal narrative, including memoir. Prereq: Eng 303 and consent/submit portfolio to instructor. (3)

ENG 335 Topics in Creative Writing
Focused and timely courses in the arts and craft of creative writing. Recent topics include creative writing for teachers, poetic forms and variations workshop, and speculative fiction workshop. Prereq: Eng 253 and Eng 303 or consent of instructor. (3)

ENG 337 Screenwriting
Students produce a full-length screenplay in a workshop atmosphere while analyzing the techniques professional screenwriters use to create complex characters, thrilling action, and original plots. Some attention to marketing the screenplay, including the treatment and pitch. Prereq: Eng 303, 306, or 307 and consent/submit portfolio to instructor. (3)

ENG 340 Advanced Studies in Theme or Movement
Intensive study of literary texts that share philosophical concerns, motifs, or historical perspectives. Prereq: Eng 220. (3)

ENG 350 Advanced Studies in a Literary Genre
Detailed historical and/or theoretical examination of a literary genre. Prereq: Eng 220. (3)

ENG 360 Topics in Shakespeare
Advanced study of specific issues or themes in a group of Shakespeare’s works. Points of focus might include the approaches to history in the two Henrys; the verse structure of the sonnets as compared to that of the plays; representations of women in the drama. Prereq: Eng 220. (3)

ENG 361 Advanced Studies in a Single Author
Detailed study of one writer in his/her cultural context. Courses recently offered include Jane Austen and Mark Twain. Prereq: Eng 220. (3)

ENG 365 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. (3)

ENG 366 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 and their implications for practice. Prereq: Eng 220. (3)

ENG 367 Studies in Composition Theory
Cultural, cognitive, and political theories about the acquisition and practice of advanced literacy skills. Students investigate the roles that reading, direct grammar instruction, rhetoric, and revision play in various approaches to the teaching of writing. Prereq: Eng 220. (3)

ENG 383 Literary Magazine Internship
Internship working on Oyez Review, Roosevelt’s literary magazine. Full range of experience, including selection of submissions, layout, and marketing. Prereq: Eng 303. (3)

ENG 384 Internship in the Community
Student earns placement in a community agency and works closely with a supervising faculty member to combine theory and practice of reading, writing and research in a job setting. (3)

ENG 385 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: Eng 220, sufficient advanced course work in area of internship, and consent of instructor and department chair. (3)

ENG 387 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: Eng 220 and consent of instructor and director of composition. (3)

ENG 397 Independent Study
Prereq: consent of instructor and department chair. (3)

English Language Program

ELP 070 Beginning Conversation
Develops the ability of ESL students to perform routine daily functions inside and outside a university setting. Includes work in listening comprehension and pronunciation. Prereq: consent of the director of ELP. (3)

ELP 071 Beginning Grammar
Focuses on grammatical structures, word forms, and functions basic to American English sentence structure. Stresses both grammatical accuracy and the communicative needs of non-native speakers of English. Prereq: consent of the director of ELP. (3)

ELP 072 Beginning Reading
Provides basic, functional vocabulary for everyday life in the US; the foundation of vocabulary for academic study. Allows students to develop interactive reading skills through a variety of prose and non-prose print materials. Prereq: consent of the director of ELP. (3)

ELP 073 Beginning Composition
Introduces basic format and conventions of an academic essay in American English. Using a process approach, non-native speakers of English begin writing at the paragraph level and expand to a basic five-paragraph essay. Prereq: consent of the director of ELP. (3)

ELP 080 Intermediate Conversation
Develops oral fluency and listening comprehension by promoting ability of non-native speakers of English to exchange abstract information, to set criteria and problem solve, to understand information and ideas presented in academic lectures, and to discuss cultural issues in an American academic environment. Includes pronunciation work. Prereq: consent of the director of ELP. (3)

ELP 081 Intermediate Grammar
Builds on grammar structures covered in ELP 71. Focuses on verb forms and their use in American English. Also reviews basic American English sentence patterns and introduces complex sentences. Stresses grammatical accuracy and the communicative needs of internationals living in the US. Prereq: consent of the director of ELP. (3)

ELP 082 Intermediate Reading
Focuses on improving academic reading skill for international students who plan to attend a US college or university. Introduces students to academic study skills through use of an English-English dictionary and other reference materials available in a university setting. Prereq: consent of the director of ELP. (3)

ELP 083 Intermediate Writing
Further develops composition skills introduced in ELP.

73. Encourages written expression that follows acceptable American English academic logic. Emphasizes the process approach, especially revision and editing, to encourage independent writing. Introduces discourse features such as audience, appropriateness in topic selection, and support and organization based on rhetorical modes. Prereq: consent of the director of ELP. (3)

ELP 090 Advanced Conversation
Develops listening and speaking skills that allow English language learners to be successful in an academic environment. Using authentic materials, develops such skills as listening to lectures and note taking as well as participating in and leading small and large group discussions on academic topics and current events. Includes individualized pronunciation work. Prereq: consent of the director of ELP. (3)

ELP 091 Advanced Grammar
Reviews the basics of English sentence structure introduced in ELP 71 and ELP 81 that often pose problems for non-native speakers of English. Develops grammatical accuracy in spoken discourse but focuses on more complex structures, with emphasis on the different kinds of clauses and rhetorical devices used to communicate effectively in formal, written English. Prereq: consent of the director of ELP. (3)

ELP 092 Advanced Reading
Focuses on the wide variety of written discourse encountered by students in US colleges and universities and the various reading strategies that non-native speakers can use for effective reading. Requires students to use skills for both intensive and extensive reading of materials in their original, unsimplified form. Develops study skills and academic research skills. Prereq: consent of the director of ELP. (3)

ELP 093 Advanced Writing
Refines skills and concepts introduced in ELP 83. Increases the non-native writer’s independence and ability to develop, refine, and edit his/her own work. Covers discourse concepts such as purpose, appropriate support, relevant examples, and appreciation of audience. Requires that students take an active role in the writing process, including peer review and other student-centered activities. Prereq: consent of the director of ELP. (3)

ELP 110 Composition—Bridge Level
Transitions undergraduate non-native speakers from the English Language Program sequence into the freshman composition program. Introduces students to fundamental skills necessary to write a research paper.
and continues the process approach introduced in ELP 73-83-93. Prereq: consent of the director of ELP. (3)

ELP 111 Composition–Bridge Level
Further develops and refines composition skills acquired in ELP 73-83-93. Takes an individualized approach to writing, focusing on the needs of non-native speakers as they undertake graduate-level degree work in their academic units. Prereq: consent of the director of ELP. (3)

ELP 121 English Support for International Graduate Students in Music
Individualized approach to reading, writing, and research including critical reading, analysis and synthesis of information, techniques of summarization, exposition, and documentation. Strategies to identify, research, and incorporate the cultural references that appear in the context of assignments; emphasis on the style and grammar of academic writing. Prereq: graduate standing in music and ELP 111. (2)

External Studies Program

Environmental Science

ENVS 105 Introduction to Environmental Science
(1-3)

ENVS 314 Introduction to Geographic Information Systems (GIS)
Computer collection, use, and display of geographic data, GIS applications, input and manipulation of data, conversion of data into usable databases, data analysis, and generation of map output and reports. Prereq: familiarity with Windows or consent of instructor. (3)

ENVS 316 Advanced Geographic Information Systems
Further development of hands-on use of standard GIS software; overview of ARCGIS software; GIS implementation; acquiring, converting, and integrating data; creating GIS layers (themes) in multiple formats; editing and correcting GIS layers; processes to modify data and conduct geographical analyses; customization of applications; presentation of results from a completed GIS project. See Geog 316. Prereq: Envs 314. (3)

ENVS 323 Tropical Marine Biology
Study of coral reefs, rocky and sandy beaches, tide pools, mangrove swamps, and sea grass beds. For the field experience in Jamaica, boats will deliver students to differing areas of the calm, sheltered coral reef lying just offshore. Students will snorkel in crystal clear waters among exquisitely colored fish, swim into a cave full of bats, and trudge through mangrove swamps. A night snorkel will allow participants to observe and identify bioluminescent organisms. Participants will learn about mangrove succession and about intertidal zonation and the key indicator organisms of the zones. (2-3)

ENVS 330 Wetlands Delineation
Scientific, technical, legal, and public policy issues involved in defining, delineating, regulating, conserving, and restoring wetlands. Preliminary assessment of a natural or disturbed areas’ wetland status, including biology, hydrology, and soils. Potential issues involved in developing, conserving, or restoring the area. This course alone will not qualify students as professional wetlands delineators. See Biol 330. Prereq: Biol 112 or 201 and Chem 100 or 101. (3)

ENVS 332 Ecology of the Tall Grass Prairie
Offered Summer, 2004. Prairies have been described as the most endangered ecosystems in North America. This is a field-oriented introduction to prairies, including exploration of unique ecological processes found at the population, community, and ecosystem levels. Special attention will be given to prairie plants, insects, soils, endangered species, and prairie restoration. Prereq: Biol 112 or 201. (3)

ENVS 333 National Parks Field Experience
This field course will integrate the role of public policy, government politics, interest groups, and the media in the management of the national park’s natural resources, along with the natural science concepts underlying environmental management decisions. Topics include management of fires, sustainable habitat development, wolf reintroductions, bison and elk migrations, land use buffers zones, economic development, and tourism. Prereq: one course each in natural science and social science and consent of instructor. (2)

ENVS 335 Great Lakes
Ecology, chemistry, and environmental policy issues surrounding the Great Lakes, with emphasis on Lake Michigan. Lecture, field trips and guest lecturers. Recommended for science and education majors. Prereq: Chem 100 or 101; Biol 112, 201, or equivalent. (3)

ENVS 380 Geographic Information Systems Capstone Project
Students work on an independent project in a field of interest with faculty supervision and guidance. Prereq: Envs 316 or instructor’s permission. (3)

ENVS 390 Internship
(3-6)

ENVS 391 Environmental Science Internship
Off-campus work experience with an approved government, nonprofit, or private organization. May include laboratory experience, field work, or other practical activities. Guidelines for internships are available from the school. Prereq: major standing in environmental science and approval of the school director. (3-6)

ENVS 395 Independent Study in Environmental Science
Prereq: consent of instructor and school director. (1-3)

External Studies Program (esp)

Descriptions of the following external courses may be found under the appropriate departments in the catalog: BGS 290-CD, 302, 391, 392, 399; Cat 100, 101, 250, 263, 290, 362; Econ 101, 102; Envs 202; Geog 101, 102, 305, 307, 309; Hosm 201, 230, 275, 304, 311, 327, 333, 350; Org Leadership 230-CD; Psy 203, 344, 347.

esp BGS 212 Communication Skills
The importance of interpersonal communication. Various facets of the communication process; subtileties of creating a communication climate. Barriers to communication and how to overcome them. Managerial communication; analysis of leadership styles and communication skills necessary for the effective management of others. (1)

esp BGS 213 Study Skills
Basic skills necessary for academic success. Reading, note-taking, exam-taking, critical evaluation, and analysis. Practice in concentration and thinking skills. (1)

esp BGS 214 Elements of Research
Steps in research projects from invention of a topic to completion of the final paper. The importance of information and its successful manipulation. Emphasis on mechanics. (1)

esp BGS 216 Writing: A Communication Process
The purpose and process of writing. Writing theories and techniques that apply to all writing tasks. Focus on subject, audience, and purpose. Prewriting, writing, revising, rewriting, and proofreading; experimentation with various techniques. (1)

esp BGS 217 The Storyteller’s Art
Storytelling from earliest oral myths to current experiments in literature and film. Elements of story; historical survey; discussion and analysis of the texts. (1)

esp BGS 301 The Advanced Pro-Seminar
Transition from lower-level college studies to advanced studies. Skills in analytical and conceptual thinking, rhetoric, and interpretation appropriate to more complex and independent academic research. (3)

esp BGS 330 History and Literature of the Holocaust
The first module in this two-part course provides a brief history and overview of literature of the Holocaust in Europe from 1933 to 1945 and discussion of three major novels on this theme. The second module is a comprehensive introduction to the causes, events, and implications of the destruction of European Jews. (3)

esp BGS 331 Images of Woman
Module one focuses on the “beauty myth” which shapes women’s lives and society in general. Manifestations of the cult of beauty in fashion, pornography, dieting, cosmetics, and cosmetic surgery. Module two covers popular women’s magazines, women in TV, and women in the movies. Module three looks at the Senate hearings involving Clarence Thomas and Anita Hill as a case study in the power of images and how they can be changed by the media and the public. (3)

esp BGS 332-95 Chicago Issues and Trends
The course studies how geography and technology shape Chicago. It covers the effect of railroads, manufacturing and the role of globalization on the future of the city. Note: credit cannot be given for BGS 332-95 and History 307-95. (3)

esp BGS 333 National Parks Field Experience
The course will integrate the role of public policy, government politics, interest groups, and the media in the management of the national park’s natural resources, along with the natural science concepts underlying environmental management decisions. Topics include management of fires, sustainable habitat development, wolf reintroductions, bison and elk migrations, land use buffers zones, economic development, and tourism. Prereq: one course each in natural science and social science and consent of instructor. (2-3)

esp BGS 335 Great Lakes
Ecology, chemistry, and environmental policy issues surrounding the Great Lakes, with emphasis on Lake Michigan. Lecture, field trips and guest lecturers. Recommended for science and education majors. Prereq: Chem 100 or 101; Biol 112, 201, or equivalent. (3)

esp BGS 336 Advanced Geographic Information Systems
Further development of hands-on use of standard GIS software; overview of ARCGIS software; GIS implementation; acquiring, converting, and integrating data; creating GIS layers (themes) in multiple formats; editing and correcting GIS layers; processes to modify data and conduct geographical analyses; customization of applications; presentation of results from a completed GIS project. See Geog 316. Prereq: Envs 314. (3)

esp BGS 337 Advanced Geographic Information Systems
Further development of hands-on use of standard GIS software; overview of ARCGIS software; GIS implementation; acquiring, converting, and integrating data; creating GIS layers (themes) in multiple formats; editing and correcting GIS layers; processes to modify data and conduct geographical analyses; customization of applications; presentation of results from a completed GIS project. See Geog 316. Prereq: Envs 314. (3)

esp BGS 338 Geographic Information Systems Capstone Project
Students work on an independent project in a field of interest with faculty supervision and guidance. Prereq: Envs 316 or instructor’s permission. (3)

esp BGS 390 Internship
(3-6)

esp BGS 391 Environmental Science Internship
Off-campus work experience with an approved government, nonprofit, or private organization. May include laboratory experience, field work, or other practical activities. Guidelines for internships are available from the school. Prereq: major standing in environmental science and approval of the school director. (3-6)

esp BGS 395 Independent Study in Environmental Science
Prereq: consent of instructor and school director. (1-3)

Environmental Studies Program (esp)

Ensemble (See Music: Ensemble)
esp BGS 332-95 Chicago Issues and Trends 1871 - 1920
This course examines the growth of ethnic politics in Chicago and the struggle between Anglo-Americans and the immigrant groups for cultural and political supremacy. Prohibition and the labor movement are also studied. The settlement house movement; the coming of Prohibition, the role of woman in Chicago and crime in the city are analyzed. Note: credit cannot be given for BGS 332-95 and History 307-95. (1)

esp BGS 333-95C Chicago Issues and Trends 1920 to the Present
This course examines the impact of the growth of the African American community in Chicago. It discusses federal aid and the Democratic Machine. It reviews the accomplishments and decline of the first Daley machine. The rise of Harold Washington and the turmoil following his death are described. The course evaluates the era of Richard M. Daley. It concludes with an analysis of globalization in Chicago. Note: credit cannot be given for BGS 332-95C and History 307-95C. (1)

esp BGS 333-95 Labor and Work: Conflicts and Resolutions
The course covers slavery, indentured servitude, and free labor in early America. It studies the role of English labor law and regional differences on labor practices in America. The course reviews the effects of unionization, the great depression, World War II and governmental policy on working conditions. The CIO and its differences with the AFL are examined. Current trends and problems of the labor movement are described. Note: credit cannot be given for BGS 333-95 and History 327-95. (3)

esp BGS 333-95A Labor and Work to 1860
This course covers slavery, indentured servitude, and free labor from the colonial period to the Civil War. It examines English labor law and its effect on the indenture system and the regulation of free labor in early America. Efforts of the American colonists to invent rules for a slave system; varying influences which led to regional differences in this institution are also discussed in this course. Note: credit cannot be given for BGS 333-95A and History 327-95A. (1)

esp BGS 333-95B Labor and Work 1860 - 1920
This course examines structural differences among the Knights of Labor, AFL and IWOC; it studies limitations in organizing imposed by each structure. The course reviews the influence of mass immigration on unionization, options besides unionization that were proposed to improve the lives of workers and the relationships between technological improvement and union growth or decline. It also discusses government’s changing role in industrial disputes between 1865 and 1920. Note: credit cannot be given for BGS 333-95B and History 327-95B. (1)

esp BGS 333-95C Labor and Work 1920 to Present
The effects of the antiunion drive of the 1920’s, the depression of the 1930’s and World War II on the labor movement are evaluated. The founding of the CIO and its structural and philosophical differences with the AFL are examined. The increased role of government in labor relations; current trends and problems of the labor movement and its impact on working men and women are described. Note: credit cannot be given for BGS 333-95C and History 327-95C. (1)

esp BGS 351 Scientific Methodology and Criticism
Scientific methods and critical thinking about scientific topics. Assessment of evidence presented by the media and the claims made by various authorities. No scientific background is required. (1)

esp BGS 353 Genetics: The Language of Life
The cell, the basic unit of living things, and the two processes by which cells divide to form new cells. Mendel’s laws of heredity; human heredity; dominance of characteristics; prediction of characteristics of children; genetic disorders; characteristics controlled by the sex chromosomes; racial variations. The composition of chromosomes and the mechanism of chromosome duplication and mutation. (1)

esp BGS 355 Science and Society
The interaction between science and society; social, economic, and legal interactions with science; examples of recent and future problem areas. Nonscience majors may become more effective in dealing with the complex technological society in which we live through the study of science. (1)

esp BGS 356 Earthquakes, Continental Drift, and Plate Tectonics
Plate tectonics and continental drift; surface features of the earth; rock magnetism and ocean floor exploration; sea-floor spreading; the reconstruction of the continents; the causes of plate tectonics; applications of the theory to environmental geology and earthquake prediction. (1)

esp BGS 357 Endangered Species
Factors involved in global extinction; the potentially catastrophic effects of the loss of species for the human population; insights into the ongoing search for solutions. (1)

esp BGS 358 Natural Selection and Evolution
Evolutionary theory is the most unifying concept in the biological sciences, with far-reaching implications for our understanding of animal and human behavior, sexuality, and form. Charles Darwin’s theory of evolution and Darwin’s lines of evidence. (1)

esp BGS 359 Animal Behavior
Animal behaviors from the perspective of evolutionary history. The differences between instinct and learning; sexual behavior; communication; cooperation; and the role of behavior in conservation management of endangered species. (1)

esp BGS 370 Introduction to the Humanities
Culture and the arts as an expression of individual artistic vision or an expression of a society’s values. Cultural expression that is produced anonymously within a culture; cultural expression that is supported by patrons or government; and cultural expression that is supported fully by the individual consumer. (1)

esp BGS 373 The Comic Spirit
Several traditions of humor in the arts. Theories of Suzanne Langer and Arthur Koestler; nonsense and puns; exaggerative humor such as parody, satire, lampoon, burlesque, and “black humor”; and situation comedy. Preq: access to a television set. (1)

esp BGS 375 The Holocaust as Literature
Literature of the Holocaust in Europe from 1933 to 1945; discussions of three major novels on this theme. (1)

esp BGS 376 Art and Communication
The communicative function of art; how we determine the meaning of signs, codes, and texts; the role of different media; the relation of form and content; and the question of individual style. (1)

esp BGS 377 Introduction to Drama: Greek Tragedy
Basic concepts of dramatic structure, character development, and critical analysis. Students will read three plays by Sophocles as well as excerpts from Aristophanes and Euripides. Readings are supplied with course materials. (1)

esp BGS 378 Images and Culture
Artworks in Western culture with a focus on how images are rooted in time and place. Students will learn how to “read” paintings, use artists’ biographies to examine paintings, and understand how a particular culture and its images are interwoven. (1)

esp BGS 379 Science Fiction: An Interdisciplinary Humanities Module
The reasons for science fiction’s popularity and why it seems challenging to many readers; guidelines on how to read this unique form of literature. (1)

esp BGS 381 Technology and Social Values
Urgent questions of values raised by our technology, such as how computer networks affect our privacy, how automobiles conflict with environmental concerns, how we reconcile the benefits of nuclear power with its risks, how the emerging technologies of reproduction challenge our traditional ways of thinking, and how medical technologies have complicated the process of dying. (1)

esp BGS 382 Women and Work: The Continuing Revolution
The revolution in women’s work in the US. The history of working women; the effect of race and class on employment patterns; housework, clerical work, and the professions; and current issues concerning comparable worth, government family policy, and the media. (1)

esp BGS 383 Health, Illness, and Society
Human health in its social context; impact of illness on human societies at different stages of history; connections between disease and socioeconomic, political, religious, and psychological phenomena; impact of the biomedical and public health revolution of the past century; perspectives of history, sociology, and social psychology. (1)

esp BGS 385 History of Chicago 1920 to Present
Emergence of Chicago as the capital of gangland corruption in the 1920s. The rise and decline of the Klan; ethnic conflicts; African-American influx from the South. Depression-era federal aid. The growth of the Kelly-Nash machine. The flourishing defense industry of the war years; the rise to power of Richard J. Daley; racial and antiwar conflicts of the 1960s. Decline of the traditional Democratic machine; rise of Harold Washington; political turmoil that followed the death of Chicago’s first Black mayor. Rise of Richard M. Daley; comparison of his administration to that of both his father and Harold Washington. (1)

esp BGS 386 Social Perspectives on American Industry
Development of US industry from the Civil War to the present in the context of social, cultural, and ethical issues; a framework for understanding social limitations on business; important historical and contemporary
examples of the relationship between business and society. (1)

esp BGS 396 Topics in the Social Sciences
Major ideas and methods used by practitioners in such areas as history, sociology, and economics. Content individualized to suit student interest. Topics may include technology and values, women and work, Chicago history, and humanity against disease. Prereq: basic knowledge of the social sciences; Eng 101, 102. (3)

esp BGS 397-CD Topics in Science: Genetic Engineering: Benefits and Risks
This course examines the risks and benefits of genetic engineering. This course provides students with the principles of genetic inheritance; a history of the development of genetic engineering; and case studies of the current uses of this technology in agriculture and industry; gene therapy in humans; reproductive and therapeutic cloning; stem cell research; and the application and use of genetic engineering in the study of human disease. Three advanced modules from those offered for Bgs 391. Prereq: basic knowledge of physical and biological sciences; Eng 101, 102. (3)

esp BGS 398 Topics in the Humanities
The student's prior learning is focused and expanded by concentrating on selected seminar topics, such as relationships of men and women, and popular culture. Three advanced modules selected from those offered for Bgs 392 with the permission of the instructor. Prereq: prior credit in the humanities; Eng 101, 102. (3)

esp BGS 439 Intro to Human Origins
An introduction to the study of human and primate evolution, including the long fossil and archeological record or the human species. Understanding the biological basis of humanity through examining living primates and their behavior. Assessment of recent fossil discoveries and their implications. (1)

esp CST 100A Introduction to Word Processing
How to open Word, identify and use elements in the Word window, and adjust settings. Create, edit, preview, and save documents. Various ways of correcting typing errors, and tools for entering common information quickly. (1)

esp CST 100B Introduction to Data Processing
Key database terms and concepts. How to create, navigate, and save databases. How to create and run queries based on created databases. How to design, set field properties, define fields, and manipulate data within tables, forms, and reports. (1)

esp CST 100C Introduction to Excel Spreadsheet
How to create, save, and open spreadsheets and navigate within Excel. How to enter and edit text, values, and formulas. How to insert, delete, and resize columns and rows; and how to insert, move and rename worksheets. How to create charts and graphs displaying a pictorial view of data. (1)

esp CST 102CD Web Design
This course is designed for students with little to no working knowledge of creating websites. Students will be introduced to the structure of HTML documents, good markup techniques, and the concept of website validation. Students will be required to use a plain text editor to write HTML and use an FTP program to upload the pages to the internet. Functional topics will include text formatting, using lists, tables, and a brief foray into CSS. Other topics will include basic layout principles, site hosting, domain name registration and image creation/management. (1)

esp CST 123 Introduction to Programming Techniques with QBasic
Introduction to computer program design, coding, debugging, documenting, and testing using QBasic. (3)

esp GEOG 309 Political Geography
Relationship between geography and political science; concepts of nation and state; main geographical elements of boundaries, capital city, population; political pattern of the contemporary world from a geographical viewpoint. (3)

esp CST 123 Introduction to Programming Techniques with Qbasic
Introduction to computer program design, coding, debugging, documenting, and testing using QBasic. (3)

FIN 300 Risk Management, Insurance, and Financial Services
Homeowners and automobile insurance, life insurance, healthcare financing, retirement planning, wealth management, and estate planning. Interaction between the insurance industry and other sectors of the financial services industry. (3)

FIN 301 Money and Banking
The nature of money and its role in the economy. The supply of and demand for money including the parts played by banks and the central bank. Theories of the effects of central bank policy including the quantity theory, Keynesian theories, and rational expectations. Introduction to the theory of interest. Also available through External Studies Program. Prereq: Econ 102, Eng 102, and Math 116. (3)

FIN 311 Business Finance
Time value of money, capital budgeting, methods of external finance, working capital management, financial statement analysis, cash budgeting, and other finance topics. Prereq: Act 210 or 101, Econ 101, and Math 116 or 121. (3)

FIN 321 Investments
Media and markets, portfolio theory, valuation and selection of securities to meet alternative investment objectives. Prereq: Fin 311 and Econ 234. (3)

FIN 330 Elements of Financial Planning
Individual financial planning from the perspective of the planner and the individual. An introductory course for those interested in exploring the broad area of financial planning. Topics include the planning process, investments, insurance, estate planning, and retirement planning. Prereq: Fin 311. (3)

FIN 352 Financial Statement Analysis
Use of financial statements in interpreting financial condition for purposes of internal control or external evaluation. Act 304 strongly recommended. Prereq: Fin 311. (3)

FIN 354 International Financial Analysis
Relationship between international forces and institutions and foreign investment decisions. Emphasis on international adaptations in working capital management, foreign exchange risk management, and international banking. Prereq: Fin 301 and 311. (3)

FIN 383 Financial Markets and Institutions
Financial intermediaries and markets from the perspective of the functioning of the financial system. Theories explaining the existence of intermediaries. Regulation of intermediaries and markets. Prereq: Fin 301 and 311. (3)

FIN 385 Business Problems in Finance
Cases and problems involving application of financial theory to real world situations. Prereq: Fin 301, 311, and 321; or Fin 352 and Econ 254. (3)

FIN 387 Derivative Securities
Futures, forward contacts, options, and swaps. The markets for derivatives, pricing theories for derivatives and other securities with embedded derivatives, and the use of derivatives to hedge risks. The pricing of ordinary securities using derivatives. Prereq: Fin 321. (3)

FIN 395 Independent Study in Finance
Students work under direction of finance department faculty member on projects selected by student and approved by supervising faculty member, school director, and college dean. (1-3)

FIN 399 Topics in Finance
Topics vary. Check Class Schedule for specific topics and prerequisites. (3)

Financial Services
FNSV 300 Risk Management, Insurance, and Financial Services
Homeowners and automobile insurance, life insurance, health care financing, retirement planning, wealth management, and estate planning. Interaction between the insurance industry and other sectors of the financial services industry. (3)

FNSV 305 Commercial Property and Liability Insurance
Corporate uses and needs for insurance. Options designed to cover various types of property and liability exposures. Contract coverages, their limitations, and interactions. (3)

FNSV 310 Real Estate and Financial Services
Various facets of commercial real estate including factors affecting value, market, and real estate management. Financing of real estate and the various alternatives. Focus on commercial/industrial real estate issues—not on personal/individual real estate investment. (3)

FNSV 311 Insurance Company Operations
Financial, accounting, and management principles of the insurance industry. Interactions between selling
new business and maintaining adequate levels of surplus. How an insurance company operates; how various decisions impact the financial position. (3)

FNSV 320 Banking and Financial Services
Survey of banking and investment industries. Topics include the history of banking, banking regulation, bank operations, and the interaction of banks in the financial services world. (3)

FNSV 330 Elements of Financial Planning
Individual financial planning from the perspective of the planner and the individual. An introductory course for those interested in exploring the broad area of financial planning. Topics include the planning process, investments, insurance, estate planning, and retirement planning. Prereq: Fin 311. (3)

FNSV 344 Financial Services Practicum I
Through a supervised internship program, students receive credit for meaningful interactions with the financial services industry. Prereq: permission of the program chair. (3)

FNSV 345 Financial Services Practicum II
A second supervised internship in the financial services industry. Prereq: permission of the program chair. (3)

FNSV 350 Risk Management
The risk management process and its applications. Traditional and newer manifestations of risk management and applications in corporate and public entities. (3)

FNSV 357 Life Insurance
Life insurance industry from the perspective of the products that are offered, internal company operations, rate making, and customer needs. How the industry works; what goes into the design of its products. (3)

FNSV 360 Employee Benefits
Employee benefits from the perspective of the employer and the benefit provider. The entire process from design to implementation of employee benefit programs. Designed for students in risk management, insurance, management, and human resources. (3)

FNSV 365 Topics in Financial Services
Two or three of the most recent topics of interest to the industry. Topics change over time along with markets and industrial concerns. Students explore topics in depth and interact with professionals from the field. (3)

First-Year Experience
FYS 100 RU Ready: Navigating University Life
An eight-week introduction to resources available to Roosevelt students and skills for success in college work and life. Required for new, full-time undergraduates who enter the University under the age of 24 with fewer than 15 hours of transfer credit. (0)

French
FREN 101 Elementary French
Mastery of basic listening, speaking, reading, and writing skills. For beginners. (3)

FREN 102 Elementary French
Continuation of Fren 101. Prereq: Fren 101 or equivalent. (3)

FREN 201 Intermediate French
Review of grammar essentials and continuing practice of basic listening, speaking, reading, and writing skills. Taught in French. Prereq: Fren 102 or equivalent. (3)

FREN 202 Intermediate French
Continuation of Fren 201. Prereq: Fren 201 or equivalent. (3)

Geography
GEOG 101 Physical Geography I
Earth materials, structure, and landforms; interaction between human beings and landscapes in the context of natural resources and human activity. (3)

GEOG 102 Physical Geography II
Earth and sun relationships, weather, climate, soils, and natural vegetation; interaction between human beings and the atmosphere and hydrosphere. (3)

GEOG 105 Introduction to Geography
(1-3)

GEOG 305 Urban Geography
Principles of location and distribution of urban centers; urban land use; geographical aspects of city planning. Available through External Studies Program. Prereq: Econ 101 or consent of instructor. (3)

GEOG 307 World Regional Geography
Survey of various regions of the world from cultural and physical perspectives. Focus on how the physical environment impacts the economy, technology, politics, and other social functions; and, in turn, how society impacts ecology. (3)

GEOG 309 Political Geography
Relationship between geography and political science; concepts of nation and state; main geographical elements of modern states such as territory, boundaries, capital city, population; political pattern of the contemporary world from a geographical viewpoint. Prereq: Pol 101 or Hist 122. (3)

GEOG 314 Introduction to Geographic Information Systems (GIS)
Computer collection, use, and display of geographic data. GIS applications, input and manipulation of data, conversion of data into usable databases, data analysis, and generation of map output and reports. Prereq: familiarity with Windows or consent of instructor. (3)

GEOG 315 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 as 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. (3)

GEOG 316 Advanced Geographic Information Systems
Further development of hands-on use of standard GIS software; overview of ARCGIS software; GIS implementation; acquiring, converting, and integrating data; creating GIS layers (themes) in multiple formats; editing and correcting GIS layers; processes to modify data and conduct geographical analyses; customization of applications; presentation of results from a completed GIS project. See Envs 316. Prereq: Geog 314. (3)

GEOG 321 Climatology
Composition and behavior of air masses in the production of weather and climate; world distribution of different kinds of climates and their characteristics. Prereq: Geog 102 or 104 or consent of instructor. (3)

GEOG 325 Ecology and Society
Interrelationships between ecosystem processes, functions, and management in natural and human impacted systems. Participatory management of ecosystems and environmental change. (3)

GEOG 344 World Resource Management and Conservation
Distribution, use, and interrelationship of natural resources in various world regions; conservation techniques of natural resources; problems of public policy related to their efficient management. Prereq: Econ 101 or consent of instructor. (3)

GEOG 380 Geographic Information Systems Capstone Project
Students work on an independent project in a field of interest with faculty supervision and guidance. Prereq: Geog 316 or instructor's consent. (3)

GEOG 395 Readings and Special Problems in Geography
Independent study with a geography instructor. Prereq: consent of instructor and school director. (1-3)

GEOG 397 World Regional Geography
Survey of various regions of the world from cultural and physical perspectives. Focus on how the physical environment impacts the economy, technology, politics, and other social functions; and, in turn, how society impacts ecology. (3)

GEOG 309 Political Geography
Relationship between geography and political science; concepts of nation and state; main geographical elements of modern states such as territory, boundaries, capital city, population; political pattern of the contemporary world from a geographical viewpoint. Prereq: Pol 101 or Hist 122. (3)

History
HIST 106 The United States to 1865
Survey of main currents in development of American institutions and values through the Civil War. (3)
HIST 107 The United States Since 1865
Survey of main currents in development of American institutions and values from Civil War to present. (3)

HIST 111 The World to 1500
World history from the beginnings of civilizations to the age of discovery, covering several major regions of the world: Southwest Asia, East and South Asia, Europe, Africa, and the Americas. Comparison of the civilizations in these regions and contacts between them. Emphasis on social organization, ideas, technologies, and culture. (3)

HIST 112 The World Since 1500
Major themes and topics in world history from the age of discovery to the present. Comparison of the civilizations of Southwest Asia, East and South Asia, Europe, Africa, and the Americas. Emphasis on social organization, ideas, technologies, and culture. (3)

HIST 207 American Economic Development Since 1945
See Econ 207. Prereq: Econ 101. (3)

HIST 228 African-American History, 1619 to 1877
Evolution of slavery as a social institution and role of free African Americans in American society through the Civil War. See Afr 228. Prereq: UWR. (3)

HIST 229 African-American History, 1877 to present
Survey of the African-American experience in America with attention to culture and participation in widespread social and political movements. See Afrs 229. Prereq: UWR. (3)

HIST 240 Introduction to African History, Culture, and Traditions
Africa from the development of human civilization; migration; formation of kingdoms and territorial states; spread of Islam and Christianity; and intracontinental and intercontinental trading networks. See Afrs 240. Prereq: sophomore standing. (3)

HIST 241 Africa Under European Domination
Origin, nature, and enduring legacies of European colonial domination. Exploration of colonization theories and African responses to colonial domination. See Afrs 241. Prereq: sophomore standing. (3)

HIST 254 Social Justice: History and Issues
History of struggles for social justice in the Western world. Ideas, social, economic, and political movements; contemporary issues; emphasis on urban areas. May be used to fulfill a signature course. See Libs 254. Prereq: UWR. (3)

HIST 260 Ethnicity in North American Cities
Temporal and spatial survey of North American cultural borders. Interdisciplinary perspective on ethnicity and national identity in North American cities. May be used to fulfill a signature course. See Libs/Ps 260. Prereq: UWR. (3)

HIST 280/281/282 Topics in Historiography and Methodology
Introduction to historiography and methodology of a specific topic; the nature of interpretation and various schools of thought on the topic. Experience in reading and interpreting primary sources, such as written documents, photographs, oral history, and quantitative data. Prereq: UWR. (3)

HIST 300 The Ancient World
The classical societies of the ancient Mediterranean world; the Greek city states; the rise of Rome; and the nature and decline of the Roman Empire. Prereq: Hist 111. (3)

HIST 302 The Renaissance and the Reformation
Society, economics, ideas, and politics in Western Europe from mid-15th century to 17th-century religious wars. Prereq: Hist 111. (3)

HIST 303 The Immigrant in the History of the United States
Examination of changing trends in immigration, assimilation efforts, and immigration politics and policies. Prereq: Hist 106 or 107. (3)

HIST 304 Camelot to Watergate: United States, 1960 to 1974
The policies and culture of the US from 1960 through the resignation of President Nixon. Prereq: Hist 107. (3)

HIST 305 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 colonies. Anticolonial movement, wars of national liberation, and decolonization after World War II. Prereq: Hist 112. (3)

HIST 306 The World Since 1945
Main currents in development of global institutions and values from 1945 to present. Prereq: Hist 107 or 112. (3)

HIST 307 History of Metropolitan Chicago
Growth of the city and suburbs; land use and economy; changing ethnic and social components; politics and culture. Prereq: Hist 106 or 107. (3)

HIST 309 19th-Century Europe
The Long European peace from Waterloo to the outbreak of World War I; Industrial Revolution; rise of liberalism, nationalism, and socialism; cultural and intellectual innovations; and imperialism. Prereq: Hist 112. (3)

HIST 310 Europe From Absolutism to Revolution, 1600 to 1789
Absolutism and the Scientific Revolution; social and cultural trends; and the growth of European overseas empires. Prereq: Hist 112. (3)

HIST 311 The Society and Culture of Medieval Europe
Social, cultural, and political institutions in Western Europe from later Roman Empire to mid-13th century. Prereq: Hist 111. (3)

HIST 315 Latin America to Independence
Central and South American Indian societies. Sociocultural, political, religious, cultural, and racial history of colonial societies through wars of independence. Prereq: Hist 111 or 112. (3)

HIST 316 Latin America Since Independence
Sociocultural structures, law and politics, ideologies, growth and distribution of power and resources, religious culture, reform and revolution from independence to present. See Pos 316. Prereq: Hist 112 or Pos 203. (3)

HIST 317 The French Revolution and Napoleon
Examination of the collapse of the Old Regime and the course of revolution; Napoleonic era; and impact of revolution on Europe and World. Prereq: Hist 112. (3)

HIST 320 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. Prereq: Hist 112. (3)

HIST 321 20th-Century Europe
Political and social history of Europe in the 20th century, including the two world wars; fascism and communism; decolonization; Cold War; European unification; collapse of the Soviet Union; East European revolutions; and globalization. Prereq: Hist 112. (3)

HIST 323 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. Prereq: Hist 106 or 107. (3)

HIST 325 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 the 1890s; US rise to global power in the 20th century; and the end of the Cold War. Emphasis on diplomacy in the war on terror and contemporary foreign policy. See Pos 325. Prereq: Hist 106 or 107 or Pos 201. (3)

HIST 326 Topics in American Social History
Topics include gender roles; gender and labor; childhood in America, and the West in American history. Prereq: see Class Schedule. (3)

HIST 327 Working Men and Working Women in American History
Development of labor organizations from 1840 to present and changing lifestyle of the laboring population. Prereq: Hist 106 or 107. (3)

HIST 330 Colonial and Revolutionary America
Evolution of colonial American social, economic, and political institutions. Prereq: Hist 106. (3)

HIST 331 Constitutional History of the United States
Major topics in American constitutional development from colonial beginnings through the 20th century. Prereq: Hist 106 or 107. (3)

HIST 333 The American Civil War and Reconstruction
The causes of the Civil War; the interrelationship between government and partisan politics; the advent of central state authority; the role of slavery; and the controversies surrounding Reconstruction. Prereq: Hist 106 or 107. (3)

HIST 335 History of Nationalism
Theories of nationalism from the 19th to 21st centuries; examination of regional and country examples during the age of empire, decolonization, the Cold War, and the age of globalization. Prereq: Hist 112. (3)

HIST 337 History of Reform Movements in the United States
Analysis of reform movements, including abolitionism, populism, progressivism, New Deal, the 1960s, and recent reform movements. Prereq: Hist 106 or 107. (3)
and food and beverage operations. Financial statement analysis, concepts of cost, cost allocation, operating and capital budgeting, breakeven analysis, discounted cash flow, and tax impact. Prereq: Math 100 and HOSM 200 or Act 210. (3)

HOSM 301 Management and Operations in Hospitality
Extends material in HOSM 300. Financial statements; diagnosis of operational problems in hospitality organizations; evaluation of alternatives and optimal solutions; examination of changing financial operating structure through capital improvements. Prereq: HOSM 300. (3)

HOSM 302 Hotel Operations
Managerial perspective in hotel operations; coordination, communication, and record keeping; effective external relationships with the media and with labor unions. Prereq: 12 sem. hours in HOSM or consent. (3)

HOSM 303 Hotel Development and Opening
The development of a hotel from concept to actual operation. Site selection, feasibility studies, and strategic planning. Staffing the property; the role of the pre-opening office, consumer advertising, and public relations. Prereq: 12 sem. hours in HOSM or consent. (3)

HOSM 304 Facilities Management and Engineering
Engineering and maintenance needs of the lodging, food, and beverage industry; building environment and rehabilitation; mechanical and electrical equipment; utilities and energy conservation management. Prereq: 12 sem. hours in HOSM or consent. (3)

HOSM 311 Organizational Development for Hospitality
Sociological and psychological views of organization functioning; accounting and human resources; implications of technology on work; management ideology, unionism, and worker empowerment; product development and service focus; the impact of social movements and government initiatives on organization practices. Prereq: 12 sem hrs of hospitality management or consent and UWR. (3)

HOSM 312 Green Meetings Management
An in-depth look at the principles and methodology behind developing green, carbon-neutral and sustainable meetings and events. Students will learn how to partner with eco-friendly venues, methods to reduce, reuse and recycle meeting and event materials, how to educate and engage attendees, examine trade shows’ and exhibitions’ carbon foot-print, planning and ordering appropriate food and beverage choices, and methods to measure their green meeting success. Prereq: HOSM 231 (1)

HOSM 315 Applications and Techniques of Meeting and Convention Management
Tools needed to plan and manage successful meetings and conventions. Twenty-four functions of meeting and convention planning as defined by the Convention Industry Council. Prereq: HOSM 231 (3)

HOSM 317 Issues and Trends in Meeting and Convention Management
Topics include marketing conventions, trade shows, and special events; legal issues for meetings and conventions; contract negotiations; adult learning; program design and evaluation; food and beverage trends for successful conventions; technological trends. Prereq: HOSM 231 and 315. (3)

HOSM 323 Exhibition Management
History and development of the exhibition industry; activities of its key participants, including exhibitors, attendees, and support organizations. Selecting sites, budgeting, negotiating, registering, scheduling, and promoting exhibitions. Exhibition design and labor management. Coreq or Prereq: HOSM 231 (3)

HOSM 324 Special Events
Site selection, entertainment, catering, pyrotechnics, equipment and tent rental, graphics, floral décor, and lighting. Buyers of and markets for special events. Coreq or Prereq: HOSM 231 (3)

HOSM 325 International Tourism
The roles of international public and private sector organizations and associations, educational and research institutions, and transnational and local corporations. Comparisons of different national tourism strategies. The sociocultural, economic, and environmental impacts in industrialized and Third World countries. The implications of broad global trends and issues on tourism. Prereq: 12 sem. hrs of hospitality management or consent. (3)

HOSM 326 Urban Tourism
Tourism-related decisions in the context of competing community, corporate, and political interests. The social, cultural, economic, and environmental impact of tourism on cities. The global and competitive nature of tourism and the cooperative-competitive tensions between organizations at the local, state, national, and international levels. Chicago is studied as a specific case. Prereq: 12 sem. hrs of hospitality management or consent. (3)

HOSM 327 Tourism and the Hospitality Industry
The social and psychological dimensions of travel; market demand; feasibility analysis of destination development; planning processes; finance; and personal requirements. Economic role and impact of tourism nationally and internationally. Retail travel agency management and tour wholesaling. Prereq: six sem. hrs in hospitality and tourism management. (3)

HOSM 330 Food and Beverage Controls
Management of resources in food and beverage operations. Planning and budgeting, establishing standards, and monitoring performance. Techniques for labor planning, scheduling, and staffing. Production controls, such as standard recipes, portion sizes, and methods. Prereq: HOSM 230 or consent. (3)

HOSM 333 Purchasing for the Hospitality Industry
Procurement of goods and services for hospitality operations, including needs assessment, products and specifications, and bidding procedures; single vs. multiple vendors; bidding frequency; cost/benefit analysis. Prereq: HOSM 230 or consent. (3)

HOSM 334 Club Management I
Multi-sport and private club management. History and development, marketing and promotion, club law, human resources, operations, budgets, and club accounting. Considerations unique to clubs, including insurance, recreational management, membership issues, and working with boards. Prereq: 12 sem. hrs of hospitality management or consent. (3)

HOSM 335 Restaurant/Foodservice Management
A systems perspective on foodservice operations; issues in commercial and institutional foodservices, industry trends, competitive analysis, evaluation of operations, and implementing change in foodservice organizations. Prereq: HOSM 230 or consent (3)

HOSM 337 Wine, Liquor, and Beverage Management
Origins, production, classifications, and characteristics of all types of alcoholic beverages; historical, social, economic, and political perspectives. Training of servers and the liability of owners; aspects of bar management including marketing, advertising, and hiring. The complementary relationships between foods and drink. Prereq: HOSM 201 and 230; age 21 at time of registration. (3)

HOSM 338 Design, Layout and Engineering for Restaurant Managers
Programming and space analysis, work analysis, design and layout, engineering, equipment selection, and environmental design for food and beverage facilities. Prereq: HOSM 230 or consent. (3)

HOSM 339 Multi-Unit Food and Beverage Management
Operation, management, and control of systems for multi-unit or chain food and beverage operations. Prereq: HOSM 230 or consent (3)

HOSM 340 Computer Applications for the Hospitality Industry
Spreadsheets, word processing, and database applications in the hospitality industry; specific programs for lodging, food, and beverage; and meeting, convention, and exposition management. Prereq: CST 100 and MATH 100 and 12 sem. hrs of hospitality management or consent. (3)

HOSM 345 Seminar in Hospitality Management Techniques and Problems
Issues, trends, and problems facing the contemporary hospitality manager. A different topic is covered each semester. Prereq: 12 sem. hours of HOSM or consent. (3)

HOSM 350 Advanced Marketing for the Hospitality Industry
Market research, positioning, marketing plan development, promotion and personal selling, advertising, and specific business development techniques. Prereq: 12 sem. hours of HOSM and completion of the University Writing Requirement. (3)

HOSM 357 Marketing Management
Managerial perspective in hotel operations; coordination, communication, and record keeping; effective external relationships with the media and with labor unions. Prereq: 12 sem. hours in HOSM or consent. (3)

HOSM 358 Purchasing for the Hospitality Industry
Procurement of goods and services for hospitality operations, including needs assessment, products and specifications, and bidding procedures; single vs. multiple vendors; bidding frequency; cost/benefit analysis. Prereq: HOSM 230 or consent. (3)

HOSM 360 The Communication Function in the Hospitality Industry
Effective written communication illustrated in business memos, letters, reports, press releases, and presentations. Survey of interview process as Hospitality and Tourism Management major form of communication. Emphasis on employment, goal setting, appraisal, and disciplinary interview. Prereq: 12 sem. hours of HOSM and completion of the University Writing Requirement. (3)

HOSM 365 Introduction to Gaming
Gaming industry history, government regulation, and economic impact with focus on the economics of gaming. Gaming’s interface with lodging, food, and beverage on the property as well as gaming’s interface with tourism and government in the community. Components of casino operations, various careers, and the functions of those occupations within the gaming industry. Prereq: students must be at least 21 years of age. (3)
Human Resources Management

HRM 311 Introduction to Human Resources Management
- Contribution of human resources management to success in business organizations; present-day human resources theory and practices; contributions of behavioral sciences to interpersonal relations. (3)

HRM 313 Wage and Salary Administration
- Relationship of job evaluation, job classification, merit rating systems, seniority systems, and salary surveys to wage and salary administration; all forms of compensation, including wage rates, salary structure, incentive systems, bonus plans, profit sharing, stock options, and fringe benefits. Prereq: Hrm 311. (3)

HRM 321 Employment Techniques
- Basic approach to work force management; staffing schedules; position specifications; selection process; interviewing and role-playing techniques. Prereq: Hrm 311 and Econ 234. (3)

HRM 333 Industrial Relations Management
- Survey of industrial relations, Collective bargaining, arbitration, and mediation; communication between management and labor; recent labor legislation. Prereq: Hrm 311. (3)

HRM 360 Employee Benefits
- See Fav 360. (3)

HRM 361 Supervisory and Employee Training
- Methods of training employees; building training programs; developing supervisors; determining need for supervisory training; measuring results of training; examination of growth of company training programs. Prereq: Hrm 311. (3)

HRM 395 Independent Study in Human Resources Management
- See Mgmt 395.

Integrated Marketing Communications

IMC 202 IMC Principles and Best Practices
- Introduction to methods of IMC: Covers the fundamentals of advertising, public relations, sales promotion, direct response, event, sponsorship, and customer service IMC solutions. Emphasis will be on understanding and developing an “idea-centric” strategy for appropriate IMC channels. Prereq: Jour 201

IMC 220 Media Writing
- Learning to write clearly and concisely. Lab will cover basic writing skills as well as secondary research techniques needed for IMC assignments. Emphasis will be on revision, organization and style. Courses meet for five hours weekly and include writing in lab. Prereq: Jour 201

IMC 240 Communications Research
- Covers research methods utilized by marketers today. Course will have an account planning focus; emphasis will be on methods of discovering consumer insights, data mining, and marketing communication development, execution, and evaluation. Also listed as Jour 240. Prereq: IMC 202.

IMC 243 Visual Communication
- Overview of the visual arts in marketing communication: Class will cover fundamentals of brand aesthetics, including print, broadcast, collateral and web. Upon completion each student will be expected to demonstrate core competencies in brand identity and creative decision-making. Also listed as Jour 243. Prereq: IMC 202.

IMC 302 Fundamentals of Public Relations
- Principles, history and practice of public relations in business, educational institutions, social welfare organizations, government and military services. Includes planning research, writing and production of public relations materials. Prereq: IMC 202 and IMC 220

Info Systems

INFS 330 Management Information Systems
- Organizational and technical concepts; the roles of data and information; global aspects of information systems; business problem solving. Prereq: Mgmt 358. (3)

INFS 334 Systems Development
- Theory of systems development; systems analysis and design; system synthesis; procedures charting; form design; control and standardization. Prereq: Mgmt 300 and INFS 330. (3)

INFS 338 Project Management
- Managerial approaches to conducting projects from inception to completion. Systems and procedures, including planning fundamentals, scheduling, resource estimation, evaluation and review techniques, managing risk, control and team development. Prereq: Mgmt 300, INFS 330. (3)

INFS 339 Project Management
- See Fav 339.

INFS 361 Supervisory and Employee Training
- Methods of training employees; building training programs; developing supervisors; determining need for supervisory training; measuring results of training; examination of growth of company training programs. Prereq: Hrm 311. (3)
Jazz Studies
(See Music: Jazz Studies)

Journalism

JOUR 201 Communication in the Information Age
Gateway course for journalism, communications, and integrated marketing communications majors. Overview of print, online and broadcast journalism, public relations and advertising; emphasis on the role and effects of media in society, including perspectives of diverse domestic and global populations. Explores the transformation of mass communication resulting from the development, diffusion, and convergence of new technologies. Prereq: Eng 102 with a grade of C or better. (3)

JOUR 202 See IMC 302

JOUR 307 See IMC 347

JOUR 205 Beginning Computer Graphics
Typefaces, photographs, and other illustrations, decoration and ornamentation, layout in presentation of news; use of graphics to reflect publication character and to attract readers. Work with Illustrator and Photoshop. Prereq: Jour 201 or consent of instructor. (3)

JOUR 219 Essential Media Skills
Language essentials; terminology and technology of media professions. May be taken concurrently with JOUR 201. (3)

JOUR 220 Media Writing
Newswriting principles, interview techniques, classroom and outside writing practice; introduction to writing appropriate to print, broadcast, online journalism, public relations, and advertising. Course meets for five hours weekly and includes writing in lab. Prereq: Jour 201 or consent of instructor. (3)

JOUR 240 Communications Research
Research techniques for advertising, journalism, professional communication, media studies, and public relations for measuring audience attitudes, interests, and opinions. Selecting appropriate research methods/techniques (with consideration for audience and participant diversity); gathering primary and secondary data; analyzing, interpreting, reporting, and applying data in social, commercial, and political environments both domestically and globally. Prereq: Jour 201 or consent of instructor. (3)

JOUR 343 Visual Communication and Technology
An in-depth look at the development of visual communication technologies and practices. Review of technologies such as photography, video, digital imaging, multimedia, and the Internet. Prereq: Jour 201 or consent of instructor. (3)

JOUR 305 News Broadcasting
News reporting for radio and television: writing, video editing, and delivering news and feature stories. Prereq: Jour 220; Jour 219 recommended. (3)

JOUR 310 History of Journalism
Development of journalism from European antecedents of the American colonial press through trends developing during the 21st century. Examines US newspapers, magazines, radio, television, and other media. Prereq: Jour 220. (3)

JOUR 319 News Reporting
Field reporting course with emphasis on writing detailed or complex stories from student-initiated beat coverage, interviews, on- or off-campus events, and assignments; research and writing from documents and press conferences. Prereq: Jour 220 or consent. (3)

JOUR 322 Feature Writing
Reporting and writing of short- and long-form articles for newspapers and magazines, including profiles. Using observation, description, conversation, and character development in writing journalistic articles. Prereq: Jour 220 or consent of instructor. (3)

JOUR 325 Photography
Introduction to black and white film photography. Theories and problems, basic camera and darkroom techniques. Students provide cameras and some supplies. Lab fee. Prereq: Jour 201 or consent of instructor. (3)

JOUR 328 Digital Photography
The ethical, philosophical and practical considerations regarding digital imaging. Use of flat-bed scanners, 35mm slide and negative scanners, and digital cameras for inputting images into the computer. Primary imaging program will be Adobe Photoshop. Lab fee. (3)

JOUR 330 Reviewing the Arts
Analysis and writing of book, theater, film, musical performance, dance, and visual arts reviews. Prereq: Jour 220. (3)

JOUR 351 Travel Writing
Tradition and practice of travel writing; reading of significant travel writers; travel writing assignments. Prereq: Jour 220. (3)

ITAL 101 Elementary Italian
Mastery of basic language skills of listening, speaking, reading, and writing. For beginners. (3)

ITAL 102 Elementary Italian
Continuation of Ital 101. Prereq: Ital 101 or equivalent. (3)

ITAL 201 Intermediate Italian
Review of essentials of grammar and continuing the practice of basic skills of listening, speaking, reading, and writing. Taught in Italian. Offered on demand; consult Class Schedule for availability. Prereq: Ital 102 or equivalent. (3)

ITAL 202 Intermediate Italian
Continuation of Ital 201. (3)
JOUR 350 Editing
Emphasis on grammar, usage, copy editing, headline writing; overview of editorial processes and standards; introduction to layout and design, and photo editing. Prereq: Jour 220. (3)

JOUR 351 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 201 (3)

JOUR 352 Editorial and Column Writing
Writing of well researched, logically argued editorials and columns expressing opinion of newspaper, other publication, broadcast station, or individual journalist. Prereq: Jour 220. (3)

JOUR 353 The Alternative Media
Roles of suburban and rural media, ethnic and community newspapers, and alternative and online media. Prereq: Jour 220. (3)

JOUR 354 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 220 or consent of instructor. (3)

JOUR 355 Magazine Writing
Research and writing of articles for the contemporary magazine. Prereq: Jour 220 or consent of instructor. (3)

JOUR 357 Magazine Production
Research, writing, design, and production of magazine. Students use InDesign and QuarkXPress in creation of a magazine prototype. Course meets five hours weekly. Prereq: Jour 220. (3)

JOUR 361 Advanced Photography
An exploration of digital and chemical photographic practice and theory. Students shoot using artificial light, develop and print black and white photographs, and produce a substantial portfolio. Lab fee. Prereq: Jour 325 or consent of instructor. (3)

JOUR 363 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 220 or consent of instructor. (3)

JOUR 365 Writing for Trade Journals
Research and writing of articles for specialized trade journals; survey of trade journal field. Prereq: Jour 220. (3)

JOUR 374 Science Writing
Students research and write articles on scientific topics, ranging from genetic engineering to voice activated computers. Prereq: Jour 220. (3)

JOUR 375 Media Criticism
Students use newspapers, magazines and the Internet in applying contemporary criticism to current media issues and performance. Emphasizes the social impact of mass media messages. Prereq: Jour 201. (3)

JOUR 389 New Media and Technology
Broad overview of current trends and new forms of media and technology and their potential effects. Course focuses on the World Wide Web, interactive media, online services, digital photography, and other current topics. Lecture/lab, discussion, hands-on experience with computer applications, including fundamentals of website design. Prereq: Jour 220 or consent of instructor for journalism majors; Jour 220 or Bcom 301 for communications majors. (3)

JOUR 390 Special Topics: Journalism Today
Course content varies by semester but always focuses on current issues and/or diversity, alternative media, and social justice as they relate to media. Prereq: Jour 220 and one 300-level journalism course. (3)

JOUR 392 Convergence Newsroom
Topics based on faculty/student interest may include operations management in the services, quality management, production planning and control, business logistics management, or simulation. Prereq: Mgmt 300. (3)

JOUR 393 Independent Study
Independent projects in journalism, public relations or advertising in which students work closely with a faculty supervisor. Students must arrange their independent projects with their faculty supervisors before registering for their independent studies. Prereq: consent of instructor. (3)

JOUR 399 Internship
In-service training with a professional publication, broadcast station or other media outlet. See advisor for internship syllabus. Prereq: For print, Jour 220 for broadcast, Jour 220 and Jour 305.

Language and Literacy
(See Education: Language and Literacy)
Marketing

MKTG 302 Marketing Management
Character and importance of marketing process and its essential functions, activities, and concepts; how goods and services flow from producer to consumer/user. Economic, sociological, and psychological factors affecting managerial decision making in dynamic environment of marketplace. Prereq: Econ 102. (3)

MKTG 310 Retail Merchandising and Control
Activities of individuals or organizations that market products primarily to end consumers; purchasing goods and services for sale; storing, displaying, pricing, advertising, and servicing. Control activities; credit, accounting, materials management, personnel, and insurance. Prereq: MKtg 302. (3)

MKTG 324 Selling and Sales Management
Role of personal selling and sales force management in marketing strategy; sales process, sales techniques. Sales force organization; recruiting, training, motivation, supervision, and performance assessment. Prereq: MKtg 302. (3)

MKTG 331 Principles of Advertising
The role of advertising in the US economy. Elements of the industry: Copy, layout, production, research, and media buying. Newspapers, magazines, direct response, outdoor, radio, television, and point of purchase. Prereq: MKtg 302. (3)

MKTG 340 Marketing Research
Role of marketing research in contemporary marketing. Identification of major secondary sources of marketing information. Research process from study design through data analysis. Qualitative and quantitative techniques. Prereq: MKtg 302 and Econ 234. (3)

MKTG 344 Marketing Strategy and Planning
Relationships between strategic management and strategic marketing. Marketing planning process; analysis, setting of objectives, evaluation of strategies and tactics, implementation, and control of marketing plans. Prereq: MKtg 302, 340, and 324 or 331. (3)

MKTG 350 Small Business Marketing Strategies and Planning
Applied course in entrepreneurship; completion of a business plan for a new business venture. Selection and evaluation of a specific business concept; research into industry trends, competition, the target market, and marketing strategies. The final business plan is presented in both a written document and an oral presentation. Prereq: MKtg 302, 340 and Fin 311 or consent of the instructor. (3)

MKTG 362 International Marketing Strategies
Strategies for dealing with various foreign markets. Social and cultural differences as elements in marketing products effectively abroad. Marketing in age of free trade imperatives. Prereq: MKtg 302. (3)

MKTG 380 Special Topics in Marketing
Topics of interest to faculty and students on important issues in the discipline. Prereq: MKtg 302. (3)

MKTG 386 Consumer Behavior
Concepts in behavioral science for analysis of consumer behavior and informed marketing decisions. Prereq: MKtg 302. (3)

MKTG 395 Independent Study in Marketing
Projects selected by the student and approved by supervising faculty member, department chairperson, and college dean. (1–3)

Mathematics

All prerequisites must be passed with a grade of C or higher. Courses taken as pass/fail will be given a pass only for work at or above the C level.

MATH 090 Pre-Algebra
Preparation for Math 099. Review of arithmetic: whole numbers, fractions, decimals, and percents. Introduction to algebra including signed numbers and linear equations. Ratio, rate, and proportion. Applications to geometry. A pass/fail course. Prereq: Roosevelt University Assessment. (3)

MATH 099 Introduction to Algebra
Review of arithmetic of rational numbers and an introduction to algebra, including polynomial expressions, graphing and solution of linear equations in one variable, and applied problems. Prereq: Roosevelt University Assessment. (3)

MATH 100 Intermediate Algebra
Algebraic expressions, exponents, polynomials and factoring; coordinate systems and graphing; linear and quadratic equations; simultaneous linear equations. Prereq: Math 099 or one year of high school algebra and Roosevelt University Assessment. (3)

MATH 105 Foundations of Arithmetic
Sets, counting, problem solving, and number system development. Rationals, decimals, and irrationals. Number theory. Algorithms of arithmetic. Prereq: Math 100 or two and one-half years of high school algebra and/or geometry, and Roosevelt University Assessment. (3)

MATH 110 Quantitative Reasoning
Problem solving, decision making, conceptual understanding, and analytical skills using statistical data, physical measurements, and numerical relationships. Applying mathematical skills, tools, and concepts in solving real-world problems with statistical data, physical measurements, and numerical relationships. Prereq: Math 100 or RUU placement. (3)

MATH 115 Quantitative and Spatial Reasoning
Data analysis, geometry, measurement, symmetry, and tessellations. Prereq: Math 100 or two and one-half years of high school algebra. (3)

MATH 116 Finite Mathematics
Functions and graphs. Systems of linear equations and matrices. Sets, combinatorial methods, probability with applications. Prereq: Math 100 or two and one-half years of high school algebra and/or geometry, and Roosevelt University Assessment. (3)

MATH 121 College Algebra
Algebraic operations, equations and inequalities, graphs and functions, polynomial functions, polynomial equations. Prereq: Math 100 or two and one-half years of high school algebra and/or geometry, and Roosevelt University Assessment. (3)

MATH 122 PreCalculus
Trigonometric functions and their properties; trigonometric identities and applications. Systems of equations, matrices, and determinants. Exponential and logarithmic functions. Prereq: Math 121 or Roosevelt University Assessment. (3)

MATH 217 Introduction to Probability and Statistics
Elementary probability and probability distributions, random variables, expectation and variance; binomial and normal probability distributions. Applications to estimation, confidence intervals, statistical testing of hypotheses, two-sample techniques. Correlation and least squares. Prereq: Math 121. (3)

MATH 231 Calculus I
Functions, limits, continuity, and rates of change are studied numerically, symbolically, and graphically. Definitions and rules of differentiation; applications of the derivative to analyzing functions, solving equations, and computing extrema; antiderivatives. Prereq: 122 or Roosevelt University Assessment. (4)
### Formulation of four-year curriculum planning for a high school band and orchestra program

Selection of repertoire, recruitment, scheduling, and continuation of topics begun in Me 313 as they apply to a high school program. Prereq: Me 313. (3)

### ME 337 Marching and Jazz Band Management

Review of major marching show design technology and software; selection of appropriate literature; lesson plans for rehearsals and marching sessions. Jazz band recruitment, curriculum, and literature. Improvisation. Prereq: Me 243 and Mutc 222. (2)

### ME 338 Jazz and Show Choir

Study of jazz and show choir repertoire, costuming, choreography, staging, sound equipment, jazz combo, and other issues pertinent to jazz and show choir programs at the high school level. Prereq: Me 243 and Mutc 222. (2)

### ME 349 Philosophy of Music Education

Philosophical, psychological, and pedagogical foundations of music education in the United States. Foundations for effective teaching and classroom management; personal philosophy of education. Prereq: senior standing and Educ 200. (3)

### ME 350 Music in the Elementary School

Objectives, methods, and techniques for designing and teaching a comprehensive general music curriculum in grades K-8. Emphasis on contemporary approaches to music education: Comprehensive Musicianship Program (CMP), Manhattanville Music Curriculum Project (MMCP), Orff, Kodaly, and Dalcroze. Prereq: Me 243, Educ 210; Mutc 222, and admission to music education department. (3)

### ME 351 Issues in Music Education

Critical issues for the music educator not covered in other course work. Topics include discipline, parental group involvement, touring, musicals, and other extracurricular activities. Prereq: Me 350. (3)

### ME 395 Independent Study

Individual research under departmental guidance. (1-3)

### Music: Ensemble

**Large and small ensembles rehearse weekly and are featured in public performance at least once per semester. See Musical Organizations and Activities for attendance and enrollment requirements.**

#### ENS 201 Conservatory Choir

A cappella and accompanied SATB repertoire. Prereq: audition. (1)

#### ENS 202 Symphony Orchestra

Standard orchestral repertory from Baroque to 20th century. Prereq: audition. (1)

#### ENS 203 Wind Ensemble

Standard wind literature for groups of 12 and above. Prereq: audition. (1)

#### ENS 205 Women's Chorus

Choral repertoire for women's voices. Prereq: audition. (1)

#### ENS 209 Classical Guitar Ensemble

Sight reading; literature for guitar duos, trios, and quartets; duos for voice/guitar, flute/guitar, etc. Prereq: departmental approval. (1)

#### ENS 235 Jazz Orchestra

Nine to seventeen players, including a complete rhythm section. Music of all jazz styles from 1920s to present. Prereq: audition. (1)

#### ENS 236 Jazz Combo

Five to eight players including complete rhythm section. Prereq: audition. (1)

#### ENS 237 Vocal Jazz Ensemble

Eight to sixteen singers. Survey of jazz and other popular music styles. Prereq: audition. (1)

#### ENS 245 Principles of Collaborative Piano

Collaborative performance skills for pianists. Prereq: piano major status and departmental approval. (1)

#### ENS 246 Practicum in Collaborative Piano

Fulfillment of assigned accompanying duties. Prereq: Eas 245. (1)

#### ENS 250 Piano Ensemble

Literature for two pianos and piano duet. Prereq: piano major status and departmental approval. (1)

#### ENS 276 Electric Guitar Ensemble

Nine to seventeen players. Survey of all styles of guitar playing in an ensemble setting; emphasis on reading techniques. Prereq: departmental approval. (1)

#### ENS 285 Collegium Musicum

Pre-classical repertoire; open to vocalists and instrumentalists. Prereq: audition. (1)

#### ENS 288 New Music Ensemble

Study and performance of contemporary chamber music, written and/or improvised. Prereq: audition. (1)

#### ENS 307 Chamber Music

String, piano, brass, wind, and percussion. Study and
Music History and Literature

The Conservatory recommends that the four-semester sequence in music history be taken as follows: sophomore year MuHl 251 and 252; junior year, MuHl 253 and 254. However, 252 may be taken before 251.

MuHl 205 Musics of the World’s Peoples
The uses of music in cultures and societies of the non-Western world. No credit towards BM degree. (3)

MuHl 220 Special Topics
Content varies. (1-3)

MuHl 251 The History of Western Music I
European music before 1750. The Middle Ages: Gregorian chant; secular monophonic song; the rise and development of Medieval polyphony. The Renaissance: the development of sacred and secular polyphony by Franco-Flemish composers; the spread of Renaissance polyphony; especially to Italy and England; the rise of instrumental music. The Baroque: the origins of Baroque style and the birth of opera in Italy; vocal and instrumental music in Italy, Germany, France, and England. PreReq: MuHc 122. (3)

MuHl 252 The History of Western Music II
The history of European music from 1750 to 1900. The Classical Era: instrumental music (the concerto, symphony, sonata, and string quartet) and vocal music (opera and oratorio); the emergence of Classical forms and their culmination in the Viennese school. The Romantic Era: the development of the harmonic language of the 19th century; piano music; the art song; symphonic and chamber music; Romantic opera; Nationalism and its effect on music. PreReq: MuHc 122. (3)

MuHl 253 The History of Western Music III

MuHl 254 The Music of America
Sacred music of colonial and federal New England, the rural south of the 19th century, and 20th-century contributions. Popular songs of the 19th and 20th centuries. Instrumental music, including marches, dance music, and ragtime. Jazz and its African roots. PreReq: MuHc 122. (3)

MuHl 317 Music Editing and Research
The techniques and resources of musicological research: examination of reference works, periodicals, editions of music, textbooks, and other musicological works; exploration of contemporary issues in musicology. PreReq: MuHl 251-253. (3)

MuHl 318 Keyboard Literature
Survey of literature for stringed keyboard instruments; emphasis on music for pianoforte, 1700 to present. PreReq: MuHc 222 and MuHl 251-253. (3)

MuHl 319 Art Song Literature
Survey and style analysis of art song literature. Examination of important poetic traditions. Emphasis on text-music relationships. PreReq: MuHc 222 and MuHl 252. (3)

MuHl 321 Performance Practice 1600 to 1800
Ideas and conventions associated with the performance of older music, specifically that of the 17th and 18th centuries. Begins with the vocal "Seconda Pratica" and its instrumental outgrowths and continues through the music of Haydn and Mozart, highlighting stylistic changes that relate to composition and performance through study of important documents and instructional materials from the periods. (3)

MuHl 322 Performance Practice Since 1800
Issues of performance practice from the beginning of the 19th century throughout the Romantic period until the age of recording. The ascendancy of legato as the chief mode of musical articulation will be introduced through works of Beethoven and Clementi, continuing to the early 20th century with early recordings of the music of Puccini and others. PreReq: MuHc 222 and MuHl 252. (3)

MuHl 334 Guitar Literature
The history and development of the guitar, lute, and vihuela, and the repertoire of each instrument, from the Renaissance to the present time. Cultural/historical background; performance practice; tuning and tablature; solo, chamber, and pedagogical literature and transcriptions. PreReq: MuHl 251. (3)

MuHl 337 Orchestral Literature I
Stylistic and structural survey of symphonies, concertos, suites, overtures, and other orchestral works from circa 1730 to 1900. PreReq: MuHc 222 and MuHl 252-253. (3)

MuHl 338 Orchestral Literature II
Stylistic and structural survey of symphonies, concertos, suites, overtures, ballet music, and other orchestral works from circa 1900 to the present, including electro-acoustic and/or improvisatory compositions and chamber orchestra works. PreReq: MuHl 337. (3)

MuHl 339 Chamber Music Literature
Survey and style analysis of chamber music literature since the Renaissance. PreReq: MuHc 222, MuHl 252-253. (3)

MuHl 345 History of Opera
Development of opera from its inception to the present. Concentration on major works in each era. PreReq: MuHl 251-253. (3)

MuHl 346 World Music
Folk and traditional music. Non-Western classical music. Music in its cultural contexts: religion, society, history. PreReq: MuHc 222. (3)

MuHl 395 Independent Study
Individual research under departmental guidance. PreReq: consent of instructor. (1-3)

Music: Jazz Studies

JAZZ 210 Jazz Theory I
Jazz chord structures and related nomenclature; basic voicing concepts; chord/scale relationships; jazz chord progressions. PreReq: MuHc 122 and Applied Music 272. (2)

JAZZ 211 Essentials of Jazz I
Introduction to the originators and innovators of jazz style. Historical overview and in-depth style analysis. (2)

JAZZ 212 Essentials of Jazz II
Continuation of 211. PreReq: 211. (2)

JAZZ 215 Jazz Theory II
Continuation of Jazz 210 to include advanced harmonic structures, scale forms, and chord progressions, larger harmonic units and jazz forms; sources of chromaticism in jazz improvisation. PreReq: Jazz 210. (2)

JAZZ 220 Skills for Jazz Vocalists I
Introduction to singing in the commercial jazz idiom. Basic microphone technique and amplified vocal production; creation of lead sheets; transpositions and chord symbols; introduction to basic swing and ballad styles; survey of historically significant solo jazz vocalists. PreReq: consent of department. (2)

JAZZ 221 Skills for Jazz Vocalists II
Continuation of Jazz 220. Issues of vocal pedagogy; vocal hygiene; phrasing and lyric interpretation; the rhythm section; performance practices in live jazz and other contemporary styles; survey of historically significant vocal jazz ensembles. PreReq: Jazz 220. (2)

JAZZ 225 Vocal Jazz Performance Class
Required of vocal jazz majors. Development of stage presence, interpretive abilities, and technique through performance for peer audience and department faculty. Meets weekly. (0)

JAZZ 240 Conducting Jazz and Contemporary Music
Conducting techniques for instrumental and vocal jazz ensembles, including basic patterns and use of the lead hand. Odd meters; the click track. Rehearsal techniques; programming; concert production. PreReq: MuHc 222. (2)

JAZZ 243 Jazz Piano Techniques I
Functional jazz keyboard techniques for non-pianists. Major and blues scales. Seventh chords, comping, improvisation, harmonic continuity, melody, and accompaniment. Standard song forms; blues. PreReq: MuHc 122. (2)

JAZZ 244 Jazz Piano Techniques II
Continuation of Jazz 243. Major and minor scale etudes, modes, chord voicing (seventh, ninth, and thirteenth chords), advanced comping. Self-teaching tools for improvisation and composition. PreReq: MuHc 222. (2)

JAZZ 301-302 Improvisation
Advanced intensive private study of improvisatory technique. PreReq: Applied Music 372. (2)

JAZZ 305 Composition and Arranging I
Form, structure, melody, rhythmic harmony in jazz and other contemporary forms. Scoring techniques for standard jazz ensembles. PreReq: Jazz 215. (3)

JAZZ 306 Composition and Arranging II
Continuation of 305 to include development of individual style. PreReq: 305. (3)

JAZZ 350 Introduction to Music Business
Overview of business related aspects for the music career. Unions, contracts, copyrights, marketing, commercial music production, the recording industry. (2)
PERF 215 Advanced Studies in Rhythm and Intonation
Intensive study of principles and practices of rhythm and intonation as they apply to successful ensemble performance. Integration of body movement, verbalization, pulse control, analysis, Just intonation, Application of skills in small and large ensemble settings. Prereq: Mutc 222. (2)

PERF 221 English Diction
Development of proper English enunciation skills for singing through study of language and repertoire. Introduction to the International Phonetic Alphabet. (1)

PERF 222 Italian Diction
Development of proper Italian enunciation skills for singing through study of language and repertoire. Continued use of the International Phonetic Alphabet. (1)

PERF 223 German Diction
Development of proper German enunciation skills for singing through study of language and repertoire. Continued use of the International Phonetic Alphabet. (1)

PERF 224 French Diction
Development of proper French enunciation skills for singing through study of language and repertoire. Continued use of the International Phonetic Alphabet. (1)

PERF 230 Keyboard Studies I
Introduction to functional skills that are essential for the pianist. Focus on sight-reading and transposition. Prereq: Piano 211 concurrent, or consent. (2)

PERF 231 Keyboard Studies II
Continuation of 230. Focus on score reading of choral and instrumental music. Prereq: Perf 230. (2)

PERF 232 Keyboard Studies III
Continuation of 231. Focus on improvisation, creating accompaniments, and practical applications for theoretical concepts (e.g., figured bass and continuo realization). Prereq: Perf 231. (2)

PERF 250 Gospel Choir
Styles, techniques, literature, and historical development of gospel music performance practices. Culminates in a public performance. Open to nonmusic majors. Prereq: Guit 312. (3)

Music: Performance

PERF 099 Performance Attendance
Attendance at theatre and music performances in the Chicago College of Performing Arts. Required of undergraduate music majors for six semesters. Grade P/F. (0)

PERF 210 Orchestral Seminar
Preparation for a career as an orchestral musician. Issues 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; other relevant topics. Prereq: Applied Instrument 214. (1)

PERF 315 Career Seminar for Singers
Presentation and discussion by resident and guest faculty on issues relevant to professional singers; vocal and physical health; professional development; production skills; and foundations of interpretation. Prereq: Voi 312. (1)

PERF 317 Career Seminar for Pianists
Presentation/discussion by resident and guest faculty on issues relevant to the professional pianist. Prereq: Piano 312. (1)

PERF 318 Career Seminar for Instrumentalists
Presentation/discussion by resident and guest faculty on issues relevant to the professional instrumentalist. Prereq: Applied 312. (1)

MPE 361 Piano Pedagogy I
Introduction to the principles of piano teaching, beginning to intermediate levels. Focus on practical matters such as surveying currently available piano methods and thorough study of pedagogy collections by major classical composers (J.S. Bach, Bartók, Kabalevsky, and others). Discussion of development and learning theories as well as competing educational philosophies. Additional topics include musicianship at the piano, the teen beginner, the adult beginner, teaching gifted children, teaching children with disabilities, and the business of teaching. Prereq: Piano 214. (3)

MPE 362 Piano Pedagogy II
Issues of teaching piano to intermediate- and early-advanced level students. Study of solo repertoire, etudes and technical exercises, and ensemble music suitable for students at these levels. Additional topics include adolescent and adult psychology, development, and learning theories. Students will be observed and videotaped in teaching situations with evaluation by the instructor. Prereq: Mpe 361. (3)

MPE 365 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. Prereq: Guit 312. (3)

Music Theory and Composition

The musicianship core is a four-semester sequence of courses in which the basic vocabulary and structures of music are studied through aural and written analysis, sight-singing, composition, ear-training, and practice at the keyboard. Each level is taught by members of the theory and keyboard departments in an integrated setting, where development in each area simultaneously reinforces and promotes development in the other. Examples and materials are drawn from a variety of tonal styles. Students must complete all courses in a level before taking any courses in the next level.

MUTC 100 Fundamentals of Music
Melody, rhythm, and metric notation. Writing, playing, and singing of intervals, scales, triads, and melodies. Development of basic musical terminology. Open to nonmajors. Required of all students not sufficiently prepared for musicianship I. No credit toward BM or BMA in music degrees. (3)

MUTC 107 Guitar Harmony I
Fingerboard harmony, including intervals, chord inversions, and resolutions in all positions. Designed for guitar majors. Prereq: Mutc 122. (1)

MUTC 121 Musicianship I
All sections must be taken concurrently. Section A Written: Analysis, harmonization, composition using primary triads and dominant seventh in all positions; basic principles of voice leading, counterpoint, melodic organization; non-chord tones. Prereq: by placement. (2)

Section B Aural: Melodic, harmonic, and contrapuntal dictation and sight-singing using primary triads and dominant seventh in all positions and non-chord tones; aural identification of intervals within the octave and basic triad types in all positions. Prereq: by placement. (1)

Section C Keyboard: Keyboard studies for non-piano majors. Emphasis on solo and ensemble repertoire, sight-reading, and reinforcement of musical materials covered in Sections A and B. Prereq: by placement. (2)

MUTC 122 Musicianship II
All sections must be taken concurrently. Section A Written: Analysis, harmonization, composition using secondary triads and all diatonic sevenths; basic chromaticism (secondary dominant and diminished sevenths); modulation to closely related keys. Prereq: Mutc 121 A-C. (2)

Section B Aural: Identification of compound intervals and basic seventh chord types; melodic, harmonic, and contrapuntal dictation, and sight-singing derived from musical materials of Section A. Prereq: Mutc 121 A-C. (3)

Section C Keyboard: Continuation of 121C. Prereq: Mutc 121 A-C. (2)
Organizational Leadership

OLED 320 Introduction to Organizational Communication
Communication theory in the organizational environment; communication patterns and issues internal to an organization. Topics include communication theory, organizational structure, barriers to communication, gender, and diversity. (3)

OLED 325 Organizational Communication II
The changing organizational environment, strategic communication, corporate image, internal and external communication around organizational identity and crisis communication. Students make managerial decisions through case study analysis and develop a phased plan to deal with the immediate communication issues as well as to strengthen organizational communication over time. Prereq: OLED 320. (3)

OLED 330 Foundations of Organizational Leadership
Fundamental concepts for leaders, such as demographic diversity, technology, the era of human capital, business consolidation in a time of globalization, communication in a global economy, as well as specific leadership traits. Students analyze their own leadership qualities as they study changing organizational models and changes in leadership demands. (3)

OLED 335 Organizational Change
This course investigates the processes through which organizations change and evolve in order to stay competitive in a rigorous global environment. Effective change management is discussed, agents of change, planning, communication, employee engagement, barriers to change, and measuring outcomes. (3)

OLED 350 Decision-Making and Group Dynamics
Strong teaming skills are necessary in today’s organizations. This course examines team development and group dynamics in organizations and the role that teams play in decision making is explored. Proper methods for team facilitation are discussed. The reasons why organizations form work groups and how they evolve into effective decision-making teams in the workplace a critical piece of this course. (3)

OLED 365 Diversity in the Workplace
The opportunities and challenges presented to leaders by diverse stakeholders including customers, employees, and community members. Diversity is defined as the process of recognizing, understanding, valuing, and utilizing differences such as national origin, gender, race, age, sexual orientation, religion, physical ability, thinking style, and working style. (3)

OLED 370 Development and Succession Planning
Students will engage with ideas around leadership qualities; development plans; developmental action items; fast tracking high potential employees and diversity. Processes for redirecting and coaching underperformers will be discussed. Basic succession planning design and its impact on hiring, retention, and the bottom line is part of the course. (3)

OLED 375 Conflict Management and Negotiation
This course explores the role of conflict in organizations. Students will practice a process-based approach to successfully navigating issues of conflict and negotiation. Students will develop observational skills, methods for solution and alternative idea generation, and be able to identify appropriate conflict management modes. (3)

OLED 378 Power and Influence
Students will reflect on the meaning of power and authority with history’s great thinkers; explore how power is expressed and used in organizations. Students will learn about the effective use of power beyond compliance and toward commitment. (3)

OLED 380 Strategic Vision, and Planning
Strategic planning and its implementation can be a major factor in the success or failure of any organization. Leadership is key to developing and communicating a vision that drives this process. An examination of strategic planning and leadership and their roles in maintaining competitiveness in organizations. Prereq: OLED 320 and 325. (3)

Paralegal Studies

PARA 301 Ethics & Professionalism
This course covers legal ethics with an emphasis on how the rules affect legal assistants. Students learn about the regulation of the legal profession including the rules of conduct that governs both attorneys and legal assistants. Topics include the meaning and importance of the unauthorized practice of law, the attorney-client privilege and its related work product doctrine, confidentiality; the rules governing conflicts of interest and other topics ethical in nature. Law office management is also addressed. (3)

PARA 302 Legal Research
The course teaches students the basics of legal
research. Students will learn how to use the many research tools of the law library through a series of library exercises. Proper citation to the various legal authorities will be covered. Working in the area of tort litigation, students learn how to read, analyze and apply the law. An emphasis will be on legal reasoning as students learn how to develop logical and practical legal arguments. Students learn how to research on-line using both a computerized legal database as well as legal research on the Internet. A hands-on approach is taken in the class, with students spending significant in-class time in the law library and in the computer lab with their instructor. (3)

**PARA 303 Civil Law**
In this survey course, students learn the fundamentals of several areas of the law relating to civil practice including torts, property, wills & estates, domestic relations, and intellectual property. Instructors emphasize current legal events. Written assignments include case briefs and other written exercises designed to increase students’ understanding of the subject matters. (3)
A study of Existentialism through such authors as Kierkegaard, Nietzsche, Dostoyevsky, Heidegger, Sartre, and Aron. Topics include the nature of human freedom, the role of the awareness of death and of desire in the constitution of the self, the nature of authentic- ity, anxiety, and self-deception. Prereq: one course in philosophy. (3)

PHIL 360 Cosmology and Creation
The implication of scientific theories of the origin and structure of the universe for religious ideas of divine creation. Emphasis on the modern period, especially contemporary big bang theory. See also Libs 360. Prereq: senior standing and UWR. (3)

PHIL 380 Studies in Modern and Contemporary Philosophy
Detailed analysis of a major movement, problem, work, or future in modern or contemporary philosophy. Prereq: Phil 255 or consent of instructor. (3)

PHIL 395 Independent Study
Study of a particular philosopher, movement, or problem. Prereq: consent of instructor. (3)

PHIL 399 Senior Research Project
A research project done under the direction of the student's advisor in philosophy. Prereq: senior standing and consent. (3)

PHYS 201 Introductory Non-Calculus-Based Physics I
Measurement and experimental error; kinematics and dynamics of a particle; energy, momentum, and their conservation. Lectures and laboratory. Prereq: Math 122. (3,2)

PHYS 202 Introductory Non-Calculus-Based Physics II
Static and dynamic current electricity; electric and magnetic fields; electromagnetic radiation. Lectures and laboratory. Prereq: Phys 201. (3,2)

PHYS 231 Introductory Calculus-Based Physics I
Empirical analysis of experimental data; kinematics and dynamics of a particle; energy; linear momentum; gravitation. Lectures and laboratory. Prereq: Math 231. (3,2)

PHYS 232 Introductory Calculus-Based Physics II
Electric field and potential; steady state and transient DC circuits; magnetic field, Faraday's Law, electromagnetic waves. Lectures and laboratory. Prereq: Phys 231 and Math 232. (3,2)

PHYS 295 Independent Study
(1-3)
POS 312 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. Prereq: Pos 101, 203. (3)

POS 327 Sexuality, Gender, and International Human Rights
Contemporary issues of gender and sexuality in international human rights theory, law, and practice. Prereq: Pos 201. (3)

POS 336 Urban Gentrification
The political, economic, and cultural forces that are remaking working-class residential neighborhoods and commercial areas into places for higher-income, usually lighter-skinned newcomers from the professional middle class. Prereq: Pos 101 and 245 or consent of instructor. (3)

POS 340 The United States Presidency
Contemporary and historical perspectives on the presidency. Elements of presidential power; presidential selection; politics of the presidency; presidential personality; president and media; relations of president with courts, Congress, and bureaucracy. See Libs 340. Prereq: Pos 101, 203. (3)

POS 351 Politics of Chicago
Relation of City of Chicago, State of Illinois, forms of local government, party machines, judicial organization; interrelationships between Chicago politics and reform movements. Prereq: Pos 101, 203. (3)

POS 353 Cyberpolitics
Impact of the Internet on politics in the US; how the Internet has affected the political players that dominated pre-Internet politics; where and how American citizens fit in the information age; the possibility of the US moving toward direct democracy; “netactivism.” Students develop their own web sites to increase public awareness concerning an issue. Prereq: Pos 101, 203. (3)

POS 355 United States and Illinois Elections
Discussion of the year’s state and national elections, the primary system, and the political processes that will elect the state's and country’s legislators and chief executives. Prereq: Pos 101, 203. (3)

POS 362 Urban Politics
Historical development of political economy of major cities; political institutions and participation; changing conceptions of urban crisis; contemporary issues, especially economic development; study of community power. Pos 245 recommended. Prereq: Pos 101, 203. (3)

POS 363 Urban Policy
Policies and policy-making processes at all levels of government that shape quality of life in metropolitan areas; relationship between political and market processes; class, gender, racial, and regional consequences of different policies. Pos 245 recommended. Prereq: Pos 101, 203. (3)

POS 365 Suburban Life and Politics
Development of suburbs and the related decline of the nation’s big cities from the 19th century to the present; the character of suburban life; role of government policies; racism and American values. Current suburban problems such as crime, traffic congestion, and sprawl. Prereq: Pos 101, 203. (3)

POS 366 Local Government Law
Legal issues relating to governmental structure; intergovernmental relations; provision of governmental service; citizen participation in government decision making. Prereq: Pos 101 or Padm 300. (3)

POS 367 Social Movements
Central analytical problems in the study of social movements; dynamics and significance of social movements in contemporary US politics and society. Prereq: Pos 101, 203. (3)

POS 368 Governing Metropolitan Areas
Regional governance issues in metropolitan areas including delivery of local government services that cross political boundaries. Prereq: Pos 101, 203. (3)

POS 370 Problems in Public Administration
Major problem areas in public administration including ethical considerations and political aspects of policy implementation. Prereq: Pos 301 (3)

POS 372 Issues in the Development and Administration of Public Policy
Interaction of policy making and implementation; selected issues in public policy; impact of politics on administration. Prereq: Pos 101, 203. (3)

POS 375 Constitutional Law: American Jurisprudence
Theoretical and historical foundations of American constitutionalism; creation, development, and evolution of the American judicial and legal tradition. Prereq: Pos 101, 203. (3)

POS 376 Constitutional Law: Special Topics
Continuation of the major themes addressed in Pos 375. Topics may include freedom of expression, the right to privacy, federalism, state constitutions, or other related areas. Prereq: Pos 375. (3)

POS 377 Law and Judicial Process
Contemporary topics within the American judicial and legal system. Topics may include judicial politics, civil rights and liberties, legislation, and the court system. Prereq: Pos 101, 203. (3)

POS 378 Environmental Law
Environmental statutes, executive orders, and judicial cases. Focus on major laws enforced in air, water, superfund, toxics, hazardous chemicals, wetlands, and endangered species in the US. Prereq: Pos 101, 203. (3)

POS 384 Mexican-American Politics
Mexican-American political movements; the institutional structures within which they have worked; political issues and ideologies of Mexican Americans in the US. Prereq: Pos 203. (3)

POS 385 Politics of African Americans
Contemporary political development of African Americans; emphasis on the period from 1967 to the present. Prereq: Pos 101, 203. (3)

POS 386 Politics of Latino Americans
Special problems and potentials of Latinos in their interaction with US political system. Prereq: Pos 101, 203. (3)

Comparative Politics

POS 203 Introduction to Political Science
Diverse governments and political systems; how to understand and compare them. Various methods for analyzing developing and industrialized countries. (3)

POS 303 Democracy Around the World
Democracy from a theoretical perspective; the process of transition to democracy from some other form of government; development and maintenance of a democratic government. Focus on nations in Eastern Europe, Asia, Africa, and Latin America that have most recently experienced democratization. Prereq: Pos 203. (3)

POS 306 Political Development and Developing Nations
Survey of modernization, development, and political, economic, and social change. Relation between domestic development and international factors using specific case studies. Prereq: Pos 203. (3)

POS 316 Latin American Politics
How Latin America and the US evolved along different historical paths politically, socially, and culturally; how the Latin American pattern shapes and constrains Latin American governments in the present. Common issues in Latin American politics and how different countries have addressed these issues. Prereq: Pos 203. (3)

POS 317 Mexican Politics and Government
How Mexicans behave politically. The evolution of culture in Mexico. History, geography, values, ethnicity, religion, and internal and external relations of Mexico. How the social, political, and economic differences between the US and Mexico affect the relationship between these two neighboring countries. Prereq: Pos 203. (3)

POS 354 Middle East Conflict
Political institutions, ideologies, social structure, political elites, cultural and religious factors, and processes that dominate the region. Emphasis on current Israeli-Arab conflicts and Israel-Arab confrontation, including Palestinian issue. Prereq: Pos 203. (3)

POS 356 Elections Around the World
Survey of social and historical environment of public agencies. See Padm 300. (3)
POS 304 Great Power Politics
Contemporary political relations between the world’s leading powers; focus on the interplay between economic and security issues and the possibilities of cooperation. Prereq: Pos 201. (3)

POS 310 Latin America in International Relations
Historical background, concepts, and debates in the evolution of Latin American foreign relations, especially with the US. The importance of inter-American relations. Current efforts of Latin American countries to expand their economic ties with countries within and outside the region. Prereq: Pos 203. (3)

POS 311 Regional Diplomacy
Political dynamics of four regions of the globe; presentations by representatives of eight foreign consulates located in Chicago. Prereq: Pos 201. (3)

POS 314 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 behavior on economies and societies, transnational migration and social movements, indigenous groups’ self-representation through global technologies such as video and the Internet, hybrid identities and “bicultural” cultural frameworks. See Anth/Soc 314. Prereq: Anth 240 or Soc 241 or six sem hrs in social sciences. (3)

POS 339 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 trade-offs between civil liberties and security. Prereq: Pos 201. (3)

POS 357 Global Environmental Politics
The state of the natural environment and the status of international efforts to address common environmental problems. What the record of global environmental cooperation indicates regarding the prospects for global governance. Prereq: Pos 201. (3)

POS 380 International Law: Human Rights
Theoretical and institutional basis for a modern understanding of human rights and liberties. The philosophical justifications for a concept of human rights and the idea and practice of international law as a whole. Prereq: Pos 202 and 203. (3)

POS 387 International Law: Organization
Rules and principles that guide relations among nations and between governments and foreign nationals. Formal arrangements transcending national boundaries that facilitate cooperation among member states in security, economic, social, and other spheres of common concern. Prereq: Pos 201. (3)

POS 388 War and Peace
Analysis of the continuing utility of military force in the contemporary international arena and alternative approaches to conflict resolution. Prereq: Pos 201. (3)

Political Theory

POS 202 Introduction to Political Theory
Evolution of political thought and ideology from ancient Greeks to present; vital contemporary issues, such as relation of theory to power in modern world. (3)

POS 321 Contemporary Political Thought
Writings of 20th-century political theorists on concepts central to the understanding of the activity of politics: authority, power, liberty, equality in rights, law, and government. Prereq: Pos 202. (3)

POS 322 American Political Thought
Political ideas of selected American thinkers at critical moments in American history; relationships between their thought and the actions they supported. Prereq: Pos 202. (3)

POS 324 Politics and Literature
Works of literature that explore significant political themes, such as alienation, revolutionary movements, utopias, and anti-utopias and the development and expression of political, social, economic, religious, and philosophical ideas. Prereq: Pos 202. (3)

POS 329 Philosophy of Law
Philosophic issues and theories concerning law, judicial process, justice, liberty, responsibility, and punishment. Prereq: one course in philosophy and one course in political science. Prereq: Pos 202. (3)

POS 341 Gender, Law, and Politics
Liberal and radical feminist ideas in the areas of politics and law are compared, contrasted, and applied to a critical exploration of modern society. Prereq: Pos 202. (3)

Psychology

All prerequisites must be completed before starting a course; they may not be taken concurrently. Course descriptions are suggestive of the course content but are not literal descriptions. Different instructors teaching the same course may emphasize different aspects of the subject.

PSYC 103 General Psychology
Introduction to the study of human behavior from a scientific perspective including relevant theory and research. (3)

Other Courses

POS 200 Intro to Social Justice Studies
Various ways of conceptualizing social justice; how the social sciences can be used to understand issues of social justice; case studies in collective action for social justice. Prereq: Eng 102. (3)

POS 290 The Research Process
Major data-gathering techniques in the social sciences; questionnaires, interviews, participant observation, and the use of official statistics. Basic statistical procedures used to analyze and interpret data; use of computers; emphasis on the preparation and writing of research reports. (3)

POS 318 Management Techniques
Analysis of major emerging change management techniques, such as total quality management (TQM), re-engineering, productivity improvement, technological innovation, re-inventing government. Prereq: Pos 301. (3)

POS 338 Internships in Politics and Law
Students work in Chicago-area political and legal organizations. Required paper based on relevant readings and analysis of work experiences. Early consultation necessary to arrange appropriate placement. Prereq: Pos 203 and consent of instructor. (3)

POS 395 Independent Study
Individual projects pursued under an instructor’s supervision. Prereq: consent of instructor and department chair. (3)

PSYC 201 Abnormal Psychology
Development, symptoms, and patterns of maladaptive behavior; introduction to nervous and psychoses and psychses as deviations from normal behavior. Prereq: Psyc 103. (3)

PSYC 202 African-American Social Psychology
Behavior of African-American community. Socialization, identity, attitudes, values, norms. Prereq: Psyc 103. (3)

PSYC 203 Coping With Stress
Self-help course with optional student participation. Yoga stretching, progressive muscle relaxation; autogenic training; breathing exercises; imagery; meditation; making personal relaxation tapes. Active coping includes problem solving, making and building relationships, assertiveness, and managing anger and aggression. Not a substitute for psychotherapy or counseling; not a training course for health professionals. (3)

PSYC 205 Drugs and Human Behavior
Contemporary drug use in our society from behavioral, biological, and social perspectives; review of prevention and treatment approaches. Prereq: Psyc 103. (3)

PSYC 215 Educational Psychology of LD and ADD/ADHD
Cognitive development of students and neuropsychological compromises; understanding alternate learning styles of lexical and nonverbal learning disabilities and the group of attention-deficit hyperactivity disorders;
PSYC 320 Social Psychology
Processes of human interaction. Social influences of family, membership groups, mass media, socioeconomic class. Selected forms of social reaction patterns; attitudes, language, crowd behavior, and common prejudices. Prereq: Psyc 103. (3)

PSYC 242 Animal Behavior
Evolutionary, developmental, and environmental bases of animal behavior. Emphasis on birds and mammals. Communication, decision making, motivation, learning, memory, social behavior, and mating system. See Biol 242. Prereq: Psyc 103 and one biology course. (3)

PSYC 243 Theories of Personality
Organized nature of personality from psychodynamic, humanistic/existential, behavioral, and cognitive points of view; biological and cultural determinants of personality; overview of personality research. Prereq: nine sem hrs in psychology. (3)

PSYC 254 Childhood and Adolescence
Psychological development of the child, prenatal to young adulthood. Theory and research of emotional, social, and mental growth. Self-concept from early childhood origins to late adolescence identity formation. Prereq: Psyc 103. (3)

PSYC 270 Tests and Measurements
Introduction to measurement theory and the statistical principles underlying the objective assessment of intelligence, personality traits, abilities, and attitudes; standardization, reliability, and validity; limitations and abuses of test scores in evaluation; review of commonly used psychological tests. Prereq: Psyc 103 and 201L. (3)

PSYC 285 Research Methods
Introduction to the scientific methods used in psychological research, including measurement, descriptive studies and the case study method, correlational and experimental methods; technical report writing; development of critical thinking skills in appreciating published research. Prereq: Psyc 103. (3)

PSYC 299 Children and Families
An overview of child and family development. Review of theory and research to better understand children, describe and improve parenting, and understand marriages and families characterized by diverse backgrounds. Community service involved. Limited to students in the Roosevelt Scholars Program. (3)

PSYC 307 Intermediate Statistics
Analysis of variance and factorial designs; bivariate and multiple correlation and regression; testing of hypotheses using other statistical tests, including nonparametric tests; introduction to computer applications in psychological research. Prereq: Psyc 200 or 285. (3)

PSYC 310 Fundamentals of Behavioral Neurosciences
Physiological bases for behavior. Structure and function of the human nervous system, sensation, motivation, and memory. Prereq: nine sem hrs in psychology. (3)

PSYC 312 Understanding Diversity
Theory and research concerning diversity. Effect of social categories on personality, cognition, emotions, interpersonal relations, and health. Critical insights into diversity issues. Prereq: nine semester hours in psychology. (3)

PSYC 316 Learning
Research and theory on the acquisition, retention, and loss of acquired responses; memory and information processing. Prereq: nine semester hours in psychology. (3)

PSYC 319 Child and Adolescent Psychopathology
Focus on major forms of abnormal behavior in childhood and adolescence, including disorders of behavior and emotion, developmental and learning problems, and problems related to physical and environmental challenges. Prereq: nine semester hours in psychology. (3)

PSYC 322 Cognitive Processes
Theory and research on cognitive processes and their interrelationships with other psychological functions, especially learning. Prereq: nine semester hours in psychology. (3)

PSYC 326 Brain and Behavior
Fundamental processes of receiving and responding to stimuli in the environment through vision, hearing, touch, taste, and smell; coverage of abnormal development processes, trauma, and pathology. Prereq: nine semester hours in psychology. (3)

PSYC 333 Adult Development
Development from post-adolescence through middle age. Biological, psychological, and cultural aspects; new life styles of young adults; changing work world; options for women and men at middle age. Prereq: nine semester hours in psychology. (3)

PSYC 341 Psychology of Aging
Psychological dynamics from post-middle age until death. Research and theory of such experiences as retirement, physical disabilities, loss of loved ones, construction of options, institutionalization, and confrontation of death. Nature, not treatment, of emotional disorders. Prereq: nine semester hours in psychology. (3)

PSYC 344 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; spillover of these effects into work environments. Prereq: nine semester hours in psychology. (3)

PSYC 345 Psychology of Women
Psychological development of women viewed from social, cultural, and biological perspectives. Prereq: nine sem hrs in psychology. (3)

PSYC 346 Pseudoscience and the Paranormal
Critical thinking and scientific psychological inquiry applied to claimed extraordinary, paranormal, and psychic experiences. Topics include alternative medicine, psychosomatics, channeling, chi, deja vu, demon possession, ESP, faith healing, Feng Shui, ghosts, magnet therapy, moon madness, mystical and religious experiences, near-death experiences, out of body experiences, parapsychology, precognition, prophecy, psychic reading, psychokinesis, reincarnation, spiritualism, therapeutical touch, and UFOs. (3)

PSYC 347 Health Psychology
Relationship between psychology, health, stress, and illness. Influence of affective, cognitive, and social factors on risk, severity, and recovery from illness; impact of illness on psychological status; influence of psychological factors on health maintenance behaviors; psychological interventions; and the role of the psychologist in the health care team. Prereq: nine semester hours in psychology. (3)

PSYC 350 Human Neuropsychology
Intriguing and puzzling phenomena that follow disorders of the brain challenge us to understand how the brain is organized to allow for complex cognitive abilities specific to humans. This course will introduce several neurological disorders and use them to understand cognitive systems such as attention, language and memory. Students will tie course content to practice by engaging in a 20-hour service learning experience. (3)

PSYC 351 Law and Psychology
The structures and conceptual systems of the legal/judicial system and of scientific psychology examined, contrasted, and ultimately integrated. How psychological information is specifically used in court proceedings; the interface of clinical and experimental psychology in larger-scale legal systems. Prereq: nine semester hours in psychology. (3)

PSYC 373 Relaxation and Meditation
Professional training in progressive muscle relaxation, autogenic training, breathing exercises, yoga stretching, imagery, and meditation. Students learn to construct individualized relaxation tapes for practice clients and present professional relaxation workshops. Not a substitute for personal relaxation training, personal stress management, counseling, or psychotherapy. Prereq: nine semester hours in psychology. (3)

PSYC 379 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. Prereq: Psyc 373 or 374. (1)

PSYC 391 Forensic Psychology I: Adult
The role of the clinical psychologist in assessing and treating criminal and corrections populations and working with police and investigative agencies. Use of behavioral science information in both civil and criminal court proceedings. The psychological and psychiatric aspects of criminal behavior and violence; emphasis on antisocial syndromes and more recent neuropsychological research concerning violence. Prereq: nine semester hours in psychology. (3)

PSYC 392 Forensic Psychology II: Juvenile
Role of clinical and developmental psychologists and of behavioral science research at all levels of the juvenile court system. Abuse and neglect proceedings; family law courts; delinquency courts. Topics may include juvenile violence, substance abuse, therapeutic jurisprudence and restorative justice, effects of divorce, posttraumatic stress syndromes, child witness and child testimony research. Prereq: nine semester hours in psychology. (3)

PSYC 398 Field Placement with Children and Families
An independent study class. Students participate in a community service placement for a total of 72 hours during the semester. Volunteer service must occur in...
Public Administration

PADM 101 American Politics
See Pos 101. (3)

PADM 300 Introduction to Public Administration
Theories, skills, functions, and ethics of public administration. See Pos 301. (3)

PADM 318 Emerging Management Techniques and Theory
Analysis of major emerging change management techniques, such as total quality management (TQM), re-engineering, productivity improvement, technological innovation, reinventing government. Prereq: PADM 300 or consent of instructor. (3)

PADM 322 Human Relations in Nonprofit Organizations
Human resource management in nonprofit organizations; personnel and volunteer management; working effectively with a board of directors; and managing change. (3)

PADM 324 Resource Development in Nonprofit Organizations
Fundraising, marketing, and strategic planning in the nonprofit context; identifying, serving, and communicating with key constituencies including funders, media, constituents, and the community. (3)

PADM 341 Introduction to Justice Administration
Justice administration in the US: how various parts of the system interrelate; key policy issues and dilemmas, including determinate sentencing laws and community policing and corrections. Prereq: PADM 300. (3)

PADM 342 Justice Administration II: The Police
Roles and responsibilities of the police in society; leadership and community relations; legal, technical, and administrative topics in police administration. Budgeting, personnel, and technical support; community policing strategies. Prereq: Padm 341. (3)

PADM 348 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 351 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 360 Issues in Intergovernmental Relations
Intergovernmental relations and their impact on local government. 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 300. (3)

PADM 361 Local Government Administration
Management of local units of government from standpoint of chief executive officer, city manager, township supervisor, school superintendent, and others. Day-to-day operational aspects of municipal administration; supervision of basic public services. Prereq: PADM 301. (3)

PADM 362 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 machine and community power models in case studies, including studies of Chicago politics. Prereq: PADM 300. (3)

PADM 363 Urban Policy
Policies and policy-making processes of government that shape quality of life in metropolitan areas; relationships between political and market processes; class, gender, racial, and regional consequences of difference policies. Prereq: PADM 301. (3)

PADM 367 Governing Metropolitan Areas
Regional governance issues in metropolitan areas including delivery of local government services that cross political boundaries. Prereq: Pos 101. (3)

PADM 369 State and Local Government
Politics, structure, and governance of state and local governments; interrelationships of governments in metropolitan areas; selected policy issues of concern to state and local governments. Prereq: PADM 301. (3)

PADM 371 Issues in the Development and Administration of Public Policy
Interaction of policy making and implementation. Study of selected issues in public policy. Impact of politics on administration. Prereq: Pos 101. (3)

PADM 373 Administering Environmental Protection Programs
Trends, techniques, concepts, constraints and technologies in the administration of environmental programs at all levels from the public and private perspectives. Responsibilities of federal, state, and local governments; corporations; and private citizens. Prereq: PADM 300. (3)

PADM 376 National Parks Field Experience
This field course will integrate the role of public policy, government politics, interest groups, and the media in the management of the national park’s natural resources, along with the natural science concepts underlying environmental management decisions. Topics include management of fires, sustainable habitat development, wolf reintroductions, bison and elk migrations, land use buffer zones, economic development, and tourism. Prereq: one course each in natural science and social science and consent of instructor. (2)

PADM 398 Internship
Prereq: consent of instructor. (3)

Reading
(See Education: Language and Literacy)

Secondary Education
(See Education: Secondary)

Service-Learning

SVL 245 Service-Learning Field Experience
Field placement in an organization or agency with a mission of social justice for the purpose of doing service. Offered in conjunction with Libs/Pos/Soc City and Citizen Empowerment or in the semester following completion of that course. Placements must be arranged in advance with the instructor. Prereq: permission of the instructor. (1-3)

Social Justice Studies

SOCJ 201 Introduction to Social Justice Studies
Various ways of conceptualizing social justice; how the social sciences can be used to understand questions of social justice; case studies in collective action for social justice. Prereq: Eng 102. (3)

SOCJ 295 Topics in Social Justice
Volunteer or intern in a social justice organization or work collaboratively on social justice research projects in The Mansfield Institute for Social Justice. Build skills and knowledge of social justice through participating in a faculty and student internship. Prereq: consent of director of social justice program. (3)

SOCJ 390 Senior Thesis
(3)

SOCJ 395 Internship
(3)

Sociology

SOC 101 Introduction to Sociology
Basic theories and concepts of sociology; culture; roles and norms; personality and group; forms of social organization; class, caste, and race; community; social institutions; collective behavior; social change. (3)

SOC 210 Contemporary Social Issues
Contemporary issues from a sociological perspective. Topics may include institutional problems of modern societies and issues related to class, race, gender, sexuality, environmental destruction, and global inequality. Prereq: Soc 101. (3)

SOC 211 Contemporary Global Issues
Processes of social interaction and development of self in social context; methods of research in social psychology; motivation, perception, emotion, and thought; socialization, language acquisition, and symbolic communication; processes of deviation and collective behavior. Prereq: Soc 101. Fulfills Soc 201 req.

SOC 212 Contemporary Urban Issues
Contemporary urban issues from a sociological perspective. Analysis of urban problems; global impact on cities; spatial structuring of race, class, gender, and inequality. Prereq: Soc 101. (3)

SOC 215 The Family
Development of families; variations in family patterns in various cultures; role relationships within families; family influences in personality development; mate selection; parent-child relations; family disorganization and reorganization. Prereq: Soc 101. (3)

SOC 223 Sports and Society
Sociological perspective on the socio-cultural characteristics of sport. Examination of the cultural, historical, economic, political, and structural factors (e.g., race, class, gender) that form salient aspects of...
today's sport activities at various levels. Focus on the characteristics of sports and how they reflect and impact the social climate of society. Prereq: Soc 101. (3)

SOC 224 The Sociology of African-American Society
The experience of African Americans from slavery to the present. How Black Americans have coped through enslavement, legal segregation, civil rights, affirmative action, and the post-civil rights era. Also, interpersonal dynamics within the Black community are examined in relation to such issues as class, gender, and skin tone.

How the lives of Black Americans are affected every day by the American social structure. (3)

SOC 230 Social Deviance
Nature and emergence of various deviant behavior patterns, such as crime, alcoholism, and drug abuse. Prereq: Soc 101. (3)

SOC 237 Sociology of Women
Changing roles and status of women; delineation of women's roles in different historical periods and contemporary America; how women's roles vary by class and ethnic group; processes of changes in sex roles. Prereq: Soc 101. (3)

SOC 241 Cross-Cultural Anthropology
Concepts of cultural anthropology in contemporary non-Western cultures and US development as it affects traditional ways of life. Economic activities, gender, race, health, kinship and marriage, and trends in anthropological fieldwork. See Anth 240. (3)

SOC 245 City and Citizenship
History, political economy, and architecture of US cities in relation to historical and philosophical debates about citizenship and democracy. Broad social, economic, and political issues in the US; urban processes and institutions that make for broader sociopolitical stability and change. May be used to fulfill a signature course. Field placement in an organization with a mission of social justice may be arranged with the instructor for 1-3 credits. See Svl 245. Prereq: UWR. (3)

SOC 249 City, Neighborhood, Suburban Community
Theoretical approaches and research on the question of community in modern urban America. Field work in the student's own community integrates the differing theoretical paradigms and research methodologies. Prereq: Soc 101. (3)

SOC 255 City and Citizen Empowerment
Socio-historical and political economy of urbanism; historical and philosophical debates regarding citizen empowerment, political power, social movements, and the relationship of freedom, community, and democracy. Service-learning placement required in community; grass roots, or nonprofit organization. Prereq: Eng 102. (4-6)

SOC 260 Society and The Individual
Processes of social interaction and development of self in social context; methods of research in social psychology; motivation, perception, emotion, and thought; socialization, language acquisition, and symbolic communication; processes of deviant and collective behavior. Prereq: Soc 101. (3)

SOC 290 The Research Process
Data-gathering techniques in the social sciences; questionnaires, interviews, participant observation, and the use of official statistics. Basic statistical procedures used to analyze and interpret data; the use of computers in research; emphasis on the preparation and writing of research reports. Prereq: one introductory course in the social sciences. (3)

SOC 303 The Development of Sociology
Development of classical perspectives within sociology. Karl Marx, Max Weber, Emile Durkheim and others. Prereq: nine sem hrs in social sciences. (3)

SOC 304 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, ethnomet hodology, and critical theory. Prereq: nine sem hrs in social sciences. (3)

SOC 310 Women, Work, and the Family
How the changing job market and changing family structures have influenced the possibilities for women in contemporary society. Focus on the changing roles of women in blue collar, middle class, and dual-career families. Prereq: Soc 101. (3)

SOC 311 Culture and Politics in Latin America
Intersections of culture and politics with focus on indigenous peoples in Latin America. How culture and ethnic identity are shaped by political factors; how “indians” were incorporated and marginalized by colonial and national processes; impact of global forces such as the cocaine trade on national politics and indigenous culture; mobilization of indigenous identity in social movements. See Anth 311. Prereq: Anth 240 or Soc 241 or six sem hrs in social sciences. (3)

SOC 314 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 groups’ self-representation through global technologies such as video and the Internet, hybrid identities and “bifocal” cultural frameworks. See Anth/Pos 314. Prereq: Anth 240 or Soc 241 or six sem hrs in social sciences. (3)

SOC 318 Social Change
Paradigms and perspectives in classical and contemporary theories of social and cultural change; examination of processes of change. Prereq: Soc 101 and one 200-level sociology course. (3)

SOC 320 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 its correlates; processes of social mobility. Prereq: Soc 101. (3)

SOC 321 Sociology of Politics
Sociological contributions to research in political behavior; political motivation; participation and apathy; formation of political attitudes; voting organization and structure of political parties; political movements; character of authority and power; political elites and decision makers. Prereq: Soc 101. (3)

SOC 322 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. Prereq: Soc 101. (3)

SOC 323 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. See Anth 323. Prereq: Anth 240 or Soc 241 or six sem hrs in social sciences. (3)

SOC 324 Black and White Racial Identity
Racial identity in the construction of one’s sense of self, belongings, and intergroup relations; interdisciplinary approach to understanding the nature of “blackness” and “whiteness”; how identities structure relationships with others and ourselves. Prereq: Soc 101. (3)

SOC 325 The Sociology of Education
Social factors involved in educational processes within US society. The interaction of educational institutions with various cultural, economic, and social factors. Prereq: Soc 101. (3)

SOC 326 Race, Gender, and the Mass Media
Relationship between US media and social construction of race and gender; media’s role in perpetuating/challenging gender and racial stereotypes; perceptions and reactions to representations; critical consumption of media images/messages pertaining to disenfranchised groups. Prereq: Soc 101. (3)

SOC 327 Race and Ethnic Relations
Race and ethnicity in the US; history and present status of various racial and ethnic groups; political economy of race; changing public discourse of race and racial identities. Prereq: Soc 101. (3)

SOC 330 Sociology of Mental Health and Mental Illness
Mental disorders as major social problems; concept of mental illness in popular understanding, psychiatry, and social sciences; cultural, social, psychological, and sociological theories of development of mental disorders; empirical studies of cultural variation and social variables in mental disorders; social aspects of patient career; social prevention of mental disorders. Prereq: six sem hrs in social sciences. (3)

SOC 331 Criminology
Social processes and criminal behavior; theories of crime; social factors and causes of crime; law enforcement and the judicial process; corrections; prevention of crime. Prereq: Soc 101. (3)

SOC 332 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. Prereq: Soc 101. (3)

SOC 333 Public Policies in Aging
Political and social factors in development of public policies and programs dealing with older citizens; Medicare and other programs. Prereq: Soc 101. (3)

SOC 336 Aging, the Aged, and the Family
Issues of three- and four-generation families. Practical overview of developmental issues; family intervention model. Prereq: Soc 332. (3)

SOC 337 Urban Gentrification
The political, economic, and cultural forces that are making working-class residential neighborhoods and commercial areas into places for higher-income, usu-
SOC 371 Alcohol, Drugs & Society
Course examines social construction of both drugs and drug users in global, historical and local perspective. Course focuses on relationship of race, class and gender and the social control of specific drugs. Students learn about different strategies to lessen the harms of drug use including, public health perspectives, drug control practices and risk reduction strategies. Prereq: Soc 101. (3)

SOC 372-374 Special Topics in Sociology
Course will cover various topics in sociology. Prereq: varies; specific prerequisites will be listed in Class Schedule. (3)

SOC 395 Independent Study
Topics should not be part of regular curriculum. Student must demonstrate significant interest in and preparation for the topics selected. Prereq: consent of instructor. (1-4)

SOC 396 Suburban Policy Issues
Chicago’s suburban development after World War II. The postindustrial transformation of the metropolitan region; specific policy issues; economic development; suburban sprawl; taxation; service delivery; housing; crime; transportation. Prereq: Soc 101. (3)

SOC 397 Urban Policy Issues
Theoretical approach to urban issues. Local communities and community organizations; crime and delinquency; segregation; and poverty. Prereq: Soc 101. (3)

Spanish

All 200- and 300-level courses are taught in Spanish.

SPAN 101 Elementary Spanish
Mastery of basic language skills of listening, speaking, reading, and writing. For beginners. (3)

SPAN 102 Elementary Spanish
Continuation of Span 101. Prereq: Span 101 or equivalent. (3)

SPAN 201 Intermediate Spanish
Review of essentials of grammar and continuing practice of basic skills of listening, speaking, reading, and writing. Taught in Spanish. Prereq: Span 102 or equivalent. (3)

SPAN 202 Intermediate Spanish
Continuation of Span 201. Prereq: Span 201 or equivalent. (3)

SPAN 301 Writing in Spanish
Translation, composition, and analysis of original texts. Taught in Spanish. Prereq: Span 202, equivalent, or consent of instructor. (3)

SPAN 302 Introduction to Literary Analysis
Students learn how to analyze literature and write literary criticism. Introduction to the basic literary genres; narrative, poetry, essay, and drama. Close readings of texts and introduction to figurative language such as metaphor, symbol, and metonymy. (3)

SPAN 310 Latin American Literature and Culture before 1888
The literature and culture of Latin America up to Modernism. Pre-Colombian literature, multisciplinary narratives and poetry from the conquest and colonial period, and the literature of the 19th-century republics. Prereq: Span 301 and Span 302 or consent of instructor. (3)

SPAN 311 Latin American Literature and Culture After 1888
The literature and culture of Latin America from Modernism to the present day. Works include novels, short stories, essays, and poetry. Authors include Darío, Sterini, Mistral, Rufio, and García García Márquez. (3)

SPAN 312-314 Hispanic Civilization and Culture
Spain, Central America, South America, Latino U.S., Mexico, Caribbean (3)

SPAN 316-18 Studies in Literary and Cultural Theory
Study of critical theories and their implications for language, literature, and representation. (3)

SPAN 323-25 Studies in Intellectual History
Studies of the intellectual history of the Hispanic world. (3)

SPAN 331-35 Studies in Literary Genres
Detailed historical, textual, and/or theoretical examination of a literary genre, such as poetry, narrative, drama, and essay. (3)

SPAN 338-41 Studies in Single Authors
Detailed study of one writer in his/her cultural context. Courses offered include Rosario Castellanos, César Vallejo, and José María Arguedas. (3)

SPAN 343-47 Studies in Gender and Sexuality
Examines gender and sexuality in Hispanic literature and culture. Courses offered include 20th century narrative by women from Latin America and Spain. (3)

SPAN 357-62 Studies in Regional Literatures
A study of Latin American literature that emphasizes regional geography, culture, and politics. (3)

SPAN 363-64 Transatlantic Literature
Examines the intellectual and cultural reciprocity and exchange between Latin America, Europe, and the United States. (3)

SPAN 366-71 Studies in Theme or Movement
Intensive study of literary texts that share philosophical concerns, motifs, or historical perspectives. Includes the Avant-Garde, Modernism, among others. (3)

SPAN 372-74 Studies in Film
Detailed study of a genre, director, national cinema, or theoretical questions. (3)

SPAN 375-76 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 transformative role of literature, literary utopias and dystopias, authenticity, and cultural co-optation. (3)
Music and Drama

Spanish

SPAN 383-84 Postcolonial Literature
Examines the literature that emerges in the aftermath 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 386-89 Studies in Race and Ethnicity in Literature
Representative works from multiple ethnic 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 391-94 Studies in Advanced Composition and Grammar
Acquisition and practice of advanced literacy skills. (3)

SPAN 395 Independent Study
Intensive study and original scholarship culminating in a written project. Topic to be developed by student in consultation with appropriate faculty members. (3)

Special Education
(See Education: Special Education)

Speech

SPCH 101 Public Speaking
Principles and practices of composition and delivery of speeches for effective communication to diverse audiences. (3)

SPCH 201 Persuasive Speaking
Development and delivery of the persuasive speech; focuses on principles of audience analysis including the communication-related expectations of varied audiences, sound logical arguments, and effective psychological appeal. Prereq: Spch 101 or consent of instructor. (3)

SPCH 204 Interpersonal Communication
Dynamics of communication between two people or within small groups. Emphasizes message sender and receiver analysis (including culturally situated perceptions, assumptions and expectations), verbal and nonverbal aspects, active listening, prompting useful feedback, and conflict anticipation/resolution. Prereq: Spch 101 or consent of instructor. (3)

SPCH 230 Voice and Diction I
Basic training in development of responsive speaking mechanism; good voice quality, clear articulation, and standard pronunciation patterns; oral drill and practice. Prereq: Spch 101 or consent of instructor: (3)

SPCH 231 Vocal and Physical Preparation III
A continuation of the work of the previous course, focusing on more complex character development. (2-3)

THAR 205 Shakespeare
See English 205. (3)

THAR 206 Fundamentals of Acting I
An introduction to the dynamics of the actor’s art, focusing on individual self-awareness, spontaneity, and expressiveness. Open to freshmen. (2-3)

THAR 207 Fundamentals of Acting II
The art of the actor continued and expanded. Further development of skills: scripted texts; monologues and scenes. (2-3)

THAR 211 Vocal and Physical Preparation I
The performer’s resources of the voice and body. Exercises in relaxation, physical awareness, and coordination; focus on breath and the basics of vocal production. (3)

THAR 212 Intermediate Acting I
Continued development of the actor’s skills; increasingly more complex textual demands. (2-3)

THAR 213 Intermediate Acting II
A continuation of the work of the previous course, focusing on more complex character development. (2-3)

THAR 214 Vocal and Physical Preparation III
Continued application of vocal and physical training to performance, focusing on the actor’s creative process as the integrating link of the voice, body, emotions, and intellect with more demanding texts. (3)

THAR 216 Vocal and Physical Preparation IV:
Shakespeare/Classical Texts
Application of the skills previously learned; development of new vocal and physical skills necessary to fulfill the demands of classical texts, particularly the works of William Shakespeare. (3)

THAR 217 Vocal and Physical Preparation V:
Stage
Policies and Procedures

Undergraduate Admission

Roosevelt University is committed to educating students of diverse backgrounds, ages, and school and work experiences. Each student who applies to Roosevelt University is evaluated on individual merit. Test scores and grade point averages (GPAs) are only a part of this evaluation. The following information is presented to help answer questions on admission but should not discourage potential applicants. The University’s broad resources can often assist students who need extra advising or course work to give them the tools necessary for success.

Each campus offers comprehensive admission services. Admission counselors are available to answer questions regarding application procedures, transfer credits, financial aid, assessment for English and mathematics placement, class scheduling, and University life. Call 1-877-APPLY RU to speak with an admission counselor or make an appointment to visit either the Chicago or Schaumburg campus.

Admission materials vary by type of student (freshman, transfer, student-at-large, international) and by college (Arts and Sciences, Business Administration, Performing Arts, Education, or the College of Professional Studies). Roosevelt University recognizes certain advanced standing credits such as AP, CLEP, and selected proficiency exams, as well as transfer credit from other regionally accredited institutions. Roosevelt University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows articulation of the Illinois transferable general education core curriculum between participating institutions.

Some programs have additional requirements such as auditions or interviews. Other programs require that prerequisite course work be taken before entrance to a major. Students should carefully read the sections of this catalog which pertain to their interests to make sure they are fully aware of all admission requirements. Please contact either the program or college office or the Office of Admission with any questions.

Permanent residents complete the same application for admission as U.S. citizens. Asylees and those in change of status proceedings should consult the Office of International Admission before applying. All nonimmigrant or international students must submit an Application for International Undergraduate Admission and necessary documentation to comply with U.S. Department of Immigration and Naturalization requirements. The admission policies below apply primarily to U.S. citizens and legal permanent residents.

Admission policies

- Students seeking to earn a degree or certificate must be admitted to Roosevelt University before they may register for classes.
- Application materials will be reviewed and an admission decision made as quickly as possible following receipt of all required items. Candidates will be notified by mail of the decision.
- Applicants must submit a $25.00 non-refundable application fee. (A different fee applies for the Chicago College of Performing Arts and for international applicants.)
- All degree-seeking undergraduate students, except those seeking a second bachelor’s degree, are required to provide academic assessment data, which may include taking the Roosevelt University Assessment (RUA). Students must meet with an academic advisor prior to registration. International students and all students with international credentials must fulfill the TOEFL/TWE or English Language Proficiency (ELP) requirements as well as the mathematics portion of the RUA.
- Roosevelt University does not discriminate against students or applicants for admission on the basis of race, color, national origin, religion, gender, age, sexual orientation, handicap, or disability. Students who believe that they have experienced unlawful discrimination are advised to file a written complaint with the vice president for enrollment and student services at the Chicago campus.
- Applicants to the Chicago College of Performing Arts should refer to the admission section of CCPA.

Degree-seeking students

Freshman applicants

Students who have graduated from high school or completed a GED and who have completed fewer than 15 semester hours of transferable college credit are freshman applicants. In addition to the application and fee, freshmen must submit official high school or GED transcripts, official transcripts from any colleges attended, and either the American College Testing Program (ACT) or College Board’s Scholastic Aptitude Test (SAT) standardized test scores. Scores may be posted on official high school transcripts. Roosevelt’s ACT code is 1124; SAT code is 1666. Adult students with no transfer credit and those with a GED who have not taken the ACT or SAT within two years of applying are required to take the Roosevelt University Assessment (RUA) as part of the admission process.

Current high school students may submit official transcripts to be considered for admission any time after completion of at least three years of high school course work. A final official transcript will be required upon graduation. It is strongly recommended that students have fifteen units of credit from an accredited high school including college preparatory work in English, foreign languages, history, mathematics, and laboratory science.

Transfer applicants

Students who have completed 15 or more semester hours of transferable college-level course work at a regionally accredited institution are considered transfer applicants. In addition to the application and fee, official transcripts must be received from each college where course work
was attempted regardless of credits earned. A transcript is considered “official” when it is embossed with the institutional seal and delivered in a sealed envelope on institutional stationery.

Transfer credit and credit evaluations
Transfer credit is accepted from regionally accredited colleges and universities. Prospective and newly admitted students may receive unofficial guidance from an admission counselor regarding transfer credit that may be applied to a degree program upon admission to the University.

The University accepts courses with grades of D- for general education course requirements except for English composition where a C- is required. Grades of C- or higher are required in major courses. (See University Writing Requirement and Credit by Examination for further information.) The student may apply no more than 66 transferable semester hours from regionally-accredited two-year institutions toward the bachelor’s degree. A minimum of 30 credit hours must be completed at Roosevelt University. Please see your advisor for specific college requirements. Credit is not given for developmental, technical, college-level ELP, vocational, life experience, library use, orientation, study skills, career counseling, proficiency, or most physical education courses.

Official evaluations of credit earned at other institutions are completed by the credit evaluators in the Registrar’s Office after a student is admitted to the University and all official transcripts have been received. Copies of the evaluation are provided to the student and placed in the student’s permanent academic record.

Certificate students
Students seeking a certificate from Roosevelt University must meet admission requirements and submit the same materials as freshmen or transfer students.

Dual admission
Roosevelt has dual admission programs with numerous community and two-year colleges in the Chicago area and throughout the State of Illinois. Through dual admission, community college students are able to create a four-year plan for completing the bachelor’s degree, assure a smooth transfer of credit between institutions, guarantee graduation requirements as long as continuous enrollment is maintained, and facilitate early financial planning. Contact the Office of Admission or visit the Roosevelt website for transfer students (www.roosevelt.edu/transfer) for information on community colleges with which Roosevelt maintains a dual admission program.

Second bachelor’s degree
See Page 9.

Non-degree-seeking students
Students not seeking a degree may register for undergraduate courses as a student-at-large. Financial aid, including loans, is not available to students in this category. Admission and registration procedures are handled by the Office of the Registrar. A grade point average of C- or better is required during each semester of at-large enrollment. An individual who fails to maintain good standing will not be eligible to return in that status. A maximum of 15 semester hours of college level credit earned in non-degree status may be applied toward a bachelor’s degree at Roosevelt. Application of hours beyond 15 will be determined through individual review, on an exception basis, by the academic department.

Change of academic status for non-degree-seeking students
Non-degree-seeking undergraduates who wish to become classified as degree-seeking must submit an Application for Admission to the Office of Admission. Such applicants must submit official transcripts and meet all admission requirements. No more than 15 credit hours taken as a non-degree-seeking student may be applied toward a Roosevelt degree.

International student admission
Roosevelt University is approved by the United States Citizenship and Immigration Services to admit international students and issue the Certificate of Eligibility for Non-Immigrant Student Status (Form I-20). To be considered for admission to undergraduate study, an international applicant must have completed the equivalent of a United States primary and secondary curriculum, that is, 12 years of study, with passing grades. To obtain admission and a form I-20 from Roosevelt University, the following documents must be received by the Office of International Programs by June 1 for fall enrollment and October 1 for spring enrollment.

1. A completed and signed International Undergraduate Application.
2. A nonrefundable US $35.00 application fee.
3. One page statement of purpose describing the educational goals.
4. Completed and signed RU International Student Financial Statement and Affidavit of Support with supporting documents (e.g., bank statement or bank letter).
5. Official Transcripts: Official transcripts must be mailed directly from your high school, college and/or university to the Office of International Programs at Roosevelt University, or you can submit it in an envelope sealed and signed by the school/college registrar. If the transcript is not in English, you must submit an English translation prepared by a professional translation agency or certified by your school or public notary office.

If you are attending or have attended a college/university not in the U.S., you must send your college/university transcript to the Educational Credential Evaluators (ECE) for a course-by-course evaluation. You must request ECE to send a course-by-course evaluation report directly to the Office of International Programs at Roosevelt University. These courses will be considered for transfer credit at Roosevelt University.

6. TOEFL or IELTS Score: (The Roosevelt Institution Code is 1666.)
An English proficiency test, such as TOEFL or IELTS, is not required for admission to Roosevelt. However, proficiency in English must be demonstrated before international students can begin taking academic classes. You can demonstrate English proficiency by submitting:

An official TOEFL or IELTS score to Roosevelt University: Minimum score required on TOEFL is 550, 213 (CBT) along with 4.5 or higher on the Test of Written English (TWE), or 80 (iBT) with 22 on the writing section and no less than 17 in any one section. Minimum IELTS score is 6.5 on both the overall band and academic writing sections.

New international students without proof of English proficiency are given an English Language Proficiency (ELP) exam upon arrival to determine their levels of English proficiency. Depending on the result of the ELP exam, you may be required to take additional English language classes before you can begin your degree programs.

The U.S. immigration regulations applicable to the admission, transfer, work authorization and continuing presence of international students are very complex and subject to constant modification. All questions about international student admission requirements, obligations and privileges should be referred to the Office of International Programs, (312) 341-3531, internat@roosevelt.edu.

All newly admitted international students are required to participate in an orientation program. This orientation program is designed to address the special needs of international students, including information on the U.S. Immigration regulations, the U.S. educational system, cultural adjustment, class registration, and health insurance requirements. Please contact the Office of International Programs at www.roosevelt.edu/isa for the orientation schedule.

**Readmission and reinstatement**

Former degree-seeking Roosevelt students who have been absent for three consecutive semesters (excluding summer) must submit an application for readmission to the Office of Admission. Readmission is assured for students who were in good standing when last enrolled at Roosevelt. Students who have attended another college or university since last attending Roosevelt or who have not attended Roosevelt within the past five calendar years must submit official transcript(s) to the Office of the Registrar.

Readmitted students must contact their college to confirm their intention to continue and to obtain current information on degree requirements. Former degree-seeking students who have been away for five years or more must comply with degree requirements in the current catalog.

Former students who were on academic probation or were dropped for poor scholarship must be reinstated before they apply for readmission (see policy on academic standing). Applications for reinstatement are available at the advising centers on both campuses and on the Internet. International students must apply for readmission through the Office of International Admission.

**Types of credit**

**College Level Examination Program (CLEP)**

Roosevelt University students may receive academic credit in selected subjects by successfully completing CLEP examinations. The number of credit hours, up to a maximum of six for each test, is determined by the score as well as any previously earned credit in the discipline in which the CLEP exam is taken. Credit will be awarded only after the student completes 12 semester hours with a cumulative grade point average of 2.0 at Roosevelt University. Credit will not be given if the student has attempted or completed that course previously. Contact the Registrar’s Office regarding previously earned credit and CLEP information.

**Advanced Placement (AP)**

To support students with outstanding academic ability, Roosevelt University encourages participation in the College Entrance Examination Board’s Advanced Placement Program. The University will grant credit toward graduation for any advanced placement examination passed with a grade of 3 or higher, up to a limit of 30 credit hours. Credit for English 102 may not be earned with advanced placement credit. Students with a sufficient number of AP grades may enter the University with sophomore status.

**International Baccalaureate**

In recognition of academic excellence, Roosevelt University welcomes applications from International Baccalaureate students. Students may submit an International Baccalaureate diploma or course work in individual subjects for credit toward graduation. Contact the Office of Admission for details.

**Proficiency examination/experiential learning**

Proficiency examination credits transcribed on a student’s transcript from another college are not accepted in transfer. Experiential learning credits are also not accepted in transfer.

In applied music subjects, credit for the examination is not recorded until the student completes a higher course in the same subject with a grade of B or higher. A grade of C- on a proficiency examination taken in a music course is not considered a passing grade by the Chicago College of Performing Arts.

**Academic Advising and Assessment**

The Office of Academic Advising and Assessment assists undergraduate students with program planning, course selection, course sequencing, and dropping and adding courses. Advisors are available to assist students experiencing academic difficulty or on academic probation with strategies to improve their academic performance. Students unsure of a major should meet with an advisor to discuss options and explore possible major choices. Additionally, this office administers the Roosevelt University Assessment (RUA), and the English Language Proficiency (ELP) test. Information on graduate admission tests, College Level Ex-
Academic Advising

All students must be advised prior to registration. Advising ensures that the student has the background to enroll in the courses selected, has benefited from professional advice in selecting courses, and has selected courses that will lead to his/her goal. At the advising appointment, the student will review general education and major course requirements, discuss transfer credit, review placement scores for math and English, and select courses for the coming term. Students will receive their registration code at their advising appointment each term to complete the registration process online.

Most continuing Roosevelt undergraduate students will be advised in their major department after completing one approximately 60 semester hours and the University Writing Requirement. Students will be notified by the Advising Office when they have been transferred to their major area for advising. Students who have not declared a major or who are on academic probation will continue to be advised in the Advising Center.

Assessment for English and Mathematics

Roosevelt University assesses all undergraduate students for placement into English and mathematics courses. An exception to this requirement is made for students seeking a second bachelor's degree. Generally, no assessment testing is required, but if the degree being sought is in science, mathematics, or computer science, the student may be asked to take the mathematics portion of the RUA.

The Roosevelt University Assessment (RUA) is used to determine placement into English and mathematics classes in order to assure that students are prepared to be academically successful at Roosevelt University. This tool is used in conjunction with, or in lieu of, other standardized methods of assessment.

Students with ACT scores received within the last 2 years who have completed no college level English or math since the ACT was taken, have their placement in English and math determined by these scores.

Students with SAT scores received within the last 2 years who have completed no English or math since the SAT was taken, will have English placement using SAT scores. For math, a sub-score of 600 or higher exempts the student from developmental math. If the degree requires additional math, the student will take the math portion of the RUA for placement.

If there are no ACT or SAT scores, both parts of the RUA are required before registering for courses.

Transfer students are required to take the English portion of the RUA but may not have to take the math portion if they have transferable math appropriate for their degree. The Office of Advising and Assessment will determine if the RUA is necessary for transfer students.

Math, science and computer science transfer students will have the Math RUA waived if:

- they have received a grade of B or better in math courses required for their

Roosevelt degree from their previous institution and
- the course was taken 2 years or less in the past.
- Students who have finite math and/or statistics and/or any general education math in transfer, but not college algebra (B or better) take the RUA if they are in majors that require college algebra or higher.

Chicago College of the Performing Arts students who do not need mathematics as a degree requirement do not need to take the math portion of the RUA.

University Writing Requirement (UWR)

Before graduating, each student at Roosevelt University must demonstrate his/her ability to write in a clear, well-organized, and grammatically correct manner. Fulfillment of the UWR varies for each individual student and is dependent upon prior course work and assessment scores.

English placement

A student’s assessment information and official transcripts from previous schools are used to determine English placement. An academic advisor will inform the student of the English composition course(s) that must be taken to satisfy the University Writing Requirement at the initial advising appointment. Students must take the required composition course during their first semester at Roosevelt unless the student is taking the English Language Program (ELP).

Students who have completed English course work at another institution may be required to take additional composition courses at Roosevelt.

English Language Proficiency Test

Students for whom English is not their first language are required to take the English Language Proficiency (ELP) Test unless they have graduated from a US high school after four years of attendance or have completed 30 transfer credit hours including the equivalent of Eng 101 and Eng 102 at an accredited institution. The ELP Test is also waived for students who meet Roosevelt University’s TOEFL or IELTS standards. Students who are not required to take the ELP test need to take the RUA. Students who take the ELP test to determine their readiness for course work in English must also take the mathematics portion of the RUA.

English Language Program (ELP)

To assist non-native speakers of English in the successful completion of their degree programs, Roosevelt University requires intensive study of the English language for those who need further training and practice in English. ELP instructors help students with listening and speaking skills, sentence structure, reading comprehension, and composition. Non-degree students may also be accepted for study in the English Language Program after completing an ELP-Only application through the Office of Admission.

All Roosevelt University undergraduate students who are non-native speakers of English must demonstrate English proficiency either by submitting Test of English as a Foreign Language
(TOEFL) and Test of Written English (TWE) scores at the time of application or by taking the Roosevelt University English Language Proficiency Test upon arrival at the University. Undergraduate students who submit TOEFL/TWE scores must achieve a minimum TOEFL score of 550 (213 for the computer-based TOEFL) and a TWE score of 4.5. Students who do not submit TOEFL/TWE scores at the required levels must take the Roosevelt University English Language Proficiency Test. Roosevelt also accepts scores from the International English Language Testing Service (ILETS); overall band scores of at least 6.5 and at least a 6.5 on the academic writing section of the examination are required.

Students who need further language training will be assigned courses based on their ELP test results and must complete as many courses as are necessary for them to acquire proficiency in English. Students must generally achieve competence at the advanced level before they are permitted to enroll in courses outside of the English Language Program. A grade of C- is the minimum passing grade in all ELP classes.

Registration

Semester hours
Credit for work completed is earned in semester hours. All courses listed in the catalog are three-semester-hour courses unless otherwise noted. In academic courses, 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 load
The normal program for a full-time student is 12 to 16 semester hours of work. A student is considered part-time if enrolled in less than 12 semester hours in any given semester. For purposes of enrollment certification, a student must be enrolled in six semester hours each term to be considered half-time.

No student is permitted to take more than 18 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 should be undertaken. A student on probation is limited to 12 semester hours of work during the fall and spring and six semester hours of work in the summer.

Classifications
Freshman, 0-29 semester hours completed; sophomore, 30-59 semester hours completed; junior, 60-89 semester hours completed; senior, 90 or more semester hours completed.

International students
Students in F-1/J-1 status must be full-time (12 semester hours) during fall and spring semesters. Summer attendance is not required.

Registration procedures
Degree-seeking students must be admitted to the University in order to register for classes. Registration must be completed online using RU Access:

- Obtain academic advising for course selection; secure registration code from advisor
- Comply with registration procedures and deadlines as published in the online Registration Guide
- Pay tuition and fees or make financial arrangements

Registration is not complete until confirmed by the Office of Student Accounts. Financial penalty will be assessed if the student does not complete registration procedures by given deadlines.

Students will receive credit only for courses for which they are officially registered. Students may not register and may not attend classes after the last registration date listed in the Registration Guide. Registration for internship, independent study, and external study must be completed by the deadline published in the Registration Guide.

Non-degree-seeking students need not apply for admission nor obtain an advisor’s signature. They must complete the student-at-large undergraduate registration form, comply with registration procedures and deadlines, and pay tuition and fees or make financial arrangements.

Audit
A student may audit selected courses. Except for instances where special pricing applies, the fee for auditing a course will be 50 percent of the regular credit-bearing rate. Other applicable fees are also charged. Auditors will not receive academic credit for the course and must indicate "audit" when registering, using appropriate forms. The student is expected to attend classes consistent with the instructor’s attendance policy. The student 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. A course selected for audit is not eligible for financial aid.

Noncredit
Roosevelt University offers noncredit courses within special programs. Students taking only noncredit courses do not need to apply for admission to the University. Students will not receive college credit or a transcript. Only courses approved for the noncredit option are available. Students must check with the individual college for course offerings and fees.
Pass/Fail
Undergraduate students may select a pass/fail grade mode by the deadline date published in the Registration Guide. Students must submit a pass/fail grade option form, signed by an academic advisor, to the Office of the Registrar. The number of semester hours of pass/fail courses may not exceed one-half of the total semester-hour load for that term. The total of pass/fail grades for each student should not exceed 30 semester hours. Credit hours for which the grade of P is received will be counted toward the semester hours needed for graduation.

The following courses are excluded from the pass/fail option: English 101, 102; all ELP courses; all courses in the major and the supporting courses for the Bachelor of Science degree; courses required as part of a minor by academic departments.

Music and education majors may not take music courses on a pass/fail basis. The pass/fail option for students in the Walter E. Heller College of Business Administration may not be taken in major courses, core courses, or specific requirements, such as Economics 101, 102, 234, and Math 116.

Repeated courses
A student may repeat a course to improve a grade. The grade achieved on the repeated course is recorded on the academic record. While the grade from the first course remains on the academic record, only the course with the highest grade is used in computing the GPA. If the student repeats a course taken at another institution, only the credits earned at Roosevelt will be applied toward the degree and computed in the cumulative credits and GPA. Financial aid may not cover repeated courses. A course taken at Roosevelt and then repeated at another institution will remain on the permanent record. The higher grade will be calculated in the cumulative GPA, but only the credit hours of the Roosevelt course will count toward a degree. See page 239 for academic policy.

Independent study/internships
A student above the sophomore level may be permitted to take advanced work by independent study with approval of the professor, department or program director and the dean of the college. The purpose is for the student to pursue independent research, do supervised readings, or investigate areas not available through regular course offerings. No more than six semester hours of credit may count toward a student's degree. Some programs require an internship for degree completion. Students need to obtain the signature of an instructor and department chair or program director.

Proficiency examinations/experiential learning
A degree-seeking student in good standing at the University who wishes to receive proficiency examination or experiential learning credit should consult the appropriate department chair, school director, or dean for advice as to the specific courses for which proficiency examination credit is available. After obtaining a proficiency examination form from the Office of the Registrar and receiving the consent of the chair, director, or dean, and registrar, the student pays the appropriate fee and sits for the examination. The student's grade on the examination is entered on the student's record. The following regulations apply.

- Proficiency examinations may not be taken to raise grades or to remove failures in courses.
- A student may attempt a proficiency examination for any course only once.
- Credit for the examinations is given in semester hours.
- A fee is charged for each examination.
- The only grade option available for proficiency exams is Pass/Fail.
- Proficiency credit does not apply toward residency requirements.
- In applied music subjects, credit for the examination is not recorded until the student completes a higher course in the same subject with a grade of B or higher. A grade of C- on a proficiency examination taken in a music course is not considered a passing grade by the Chicago College of Performing Arts.
- Proficiency credit is not accepted by the College of Arts and Sciences or the College of Education.

Change of registration
Change of registration includes withdrawal, dropping a course, adding a course, selecting pass/fail grade mode, and audit. Any change must be completed by the deadline published in the "Important Dates" for each page of the online Registration Guide. Students with financial aid must obtain a signature from their financial aid counselor. An academic advisor's approval is required when adding or dropping a course. It is very important to read the tuition refund policy under Tuition and Fees. Ceasing to attend classes, notifying the instructor of withdrawal, or nonpayment of tuition does not constitute withdrawal and will result in academic and financial penalty.

Withdrawal from courses and University
Students who wish to withdraw from a course and receive a grade of W must complete the change of registration process with the registrar. The period during which withdrawal is permitted is generally 60 percent of a term. Ceasing to attend classes, notifying the instructor of the class of withdrawal, or nonpayment of tuition does not constitute withdrawal and will result in academic and financial penalty. Withdrawal must be accomplished by mail, by fax, by email or in person. RU Access can be used for individual courses through the drop/add period of each term, and for total withdrawal from the university up to the start of a term. Students must obtain a financial aid counselor's signature before withdrawing from any class.

Refer to the online Registration Guide for detailed instructions, last day to submit withdrawal, and the current tuition refund policy. If the withdrawal is due to serious illness, the student may submit a petition to the tuition adjustment committee for their consideration. The completed petition should be submitted to the associate vice president for enrollment services.
**Cancelled classes**
The University reserves the right to cancel classes. If a student is registered for a class that is cancelled, the 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 credit. Financial aid students should consult their counselor about implications for their aid.

**Student email**
Email is an official communication mechanism Roosevelt University uses to send important information to students. Email addresses will be assigned to all students at the time of admission to the University. Official University communications will be sent to this student email address. The University communicates with students through email and expects that those communications will be read in a timely fashion.

Because of concerns for security and privacy and due to the risk that non-University email services may block official University communications, students may not have their University-provided email forwarded to another email address.

Complete details on the student email policy may be found in the Student Handbook.

**Student identification card**
All students must obtain a photo identification card from the Office of the Registrar. The card is valid for their period of enrollment at Roosevelt; it verifies the student’s official status with the University. The ID card is used for library privileges, entrance to University buildings and student activities. Students who change from undergraduate to graduate need not obtain a new ID card. They may simply affix an updated sticker for the term. Students must pay $10 for replacement cards. There is no charge for the initial cards.

**Health insurance**
All students residing in the residence halls and international students are required to have health insurance. 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, Office of International Programs, or the Office of Student Services. International students and students residing in the residence halls are automatically assessed an insurance premium. Those who have equal or better insurance privately can have the premium removed by completing an online waiver by a posted date early in each academic semester. For information, contact the Office of Student Services, (312) 341-2004.

**Immunization verification**
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. For information, contact the Office of Enrollment Services, 312-341-3540.

**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. Students may also change their addresses by using RU Access. Legal documentation must be provided for a change of name.

**Academic Policies**

**Grades**

**+/- Grading**
As adopted by the University Senate, C- at the undergraduate level is assumed acceptable for program requirements unless otherwise specified in the college and department sections of this catalog. The minimum grade point average required for graduation at the undergraduate level is 2.0.

**A, A+, B+, B-, C+, C, C-, D+, D, D- , F**
A student’s academic progress is indicated by grades A, A+, B+, B-, C+, C, C-, D+, D, D- or F in completed courses. The grade D- is the lowest grade giving credit unless departmental or program regulations determine it to be unacceptable. The grade F indicates failure. Second examinations to raise final grades or make up failures are not permitted.

**P/F (pass/fail)**
A grade of P indicates a quality of work better than or equal to that required as the lowest passing grade. The grade of P and the credit hours for which the P is received will be omitted when the student’s grade point average is computed; however, the grade of F will be included in these computations.

**IP (in progress)**
The grade IP is given only in specific courses designated by a college, such as independent study, thesis, dissertation, External Studies, practicum, and internship.

**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 specifies to the student and to the registrar that 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), that the student is academically able to complete the work, and that the student has presented a satisfactory rea-
son to the instructor for not completing the work within the deadline of the regular semester. Students must complete the course requirements by the date required by an instructor and reported on the Report of Incomplete Grade to the Registrar's Office. 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 submit an Extension of I Grade Request Form to the Registrar's Office.

The Incomplete grade will be removed when the instructor submits a letter grade evaluating academic progress (A, A-, B+, B-, C+, C-, D+, D, D-, P, F) within the above deadline. If no grade is submitted and no extension granted, the registrar will automatically convert the Incomplete grade on the deadline date to the default grade (B+, B, B-, C+, C, C-, D+, D, D- or F) submitted by the faculty member on the Report of Incomplete Grade.

W (withdrawal)
The grade of W may be entered in any course by the registrar upon written request by the student, approval of the academic advisor, and approval of the financial aid counselor, if applicable. Students are advised, however, to inform their instructor of their intention to drop the course. No grade of W will be permitted after the published deadline. Students who have not withdrawn from a class by the deadline will be graded on their academic performance by the instructor. See Withdrawal, Refunds, and Credits for further information.

AU (audit)
The grade of AU is given to students who audit.

CR
The grade CR is awarded in special programs to record credit given for experiential learning.

Grade point average
To compute a student's grade point average (GPA), Roosevelt University uses a 4.0 system where A = 4, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2, C- = 1.67, D+ = 1.33, D = 1, D- = .67 and F = 0. Quality points (point value assigned to the grade multiplied by semester hours of the course) are divided by quality hours (semester hours of all courses taken at Roosevelt University with grades listed above). A detailed description of GPA computation is also given in the Student Handbook. Any determination of academic status and standing, degree requirements, and honors are based on the Roosevelt University GPA.

Repeated courses
A student may repeat a Roosevelt course to improve a grade. The grade achieved on the repeated course taken at Roosevelt is recorded on the academic record. While the grade from the first course remains on the academic record, only the course with the highest grade is used in computing the GPA.

If a student repeats a course for which he/she has received transfer credit, and earns the same grade or higher for the Roosevelt course, the transfer course will be removed from the academic record.

If the student earns a lower grade for the Roosevelt course, the Roosevelt grade and hours will remain on the permanent record for the purpose of calculating the GPA. The grade for the transfer course will remain on the record; however the hours will be removed so that duplicate credit is not granted.

If an F grade at Roosevelt is repeated for a credit grade elsewhere, the Roosevelt course remains on the academic record with the grade; and both the grade and hours for the transfer course are recorded. Financial Aid may not cover repeated courses.

Dean's list
Undergraduate students enrolled in a minimum of six semester hours each term are eligible for the dean's list if all course work is completed within the given semester and the semester GPA is 3.75 or better. Dean's list is recorded on the student's transcript for that semester and shows on the grade report for the semester on RU Access.

Change of college/major
Undergraduate students will have to complete a form called Declaration/Change of Major, available in the Office of the Registrar or an RU Access, before pursuing a new major or a different degree program. The student must obtain the signature of an academic advisor and submit it to the Office of the Registrar.

Transcripts
Alumni and students who attended Roosevelt University from the Fall 1979 semester to the present may order transcripts online, by mail, or in person. Alumni and students who attended prior to Fall 1979 and students in the Paralegal Studies Program may request their transcripts only by mail or in person. A fee is required for each transcript requested. No transcript will be issued if the student owes the University money or has any other encumbrance.

When requesting a transcript by mail, students should use a form downloaded from RU Access or submit a written request to the Registrar's Office at either campus. A written request must include the following information: full name and any former names, student ID number or Social Security Number, date of birth, date of last attendance, complete mailing address, and signature. Transcript requests for regular service will be processed within five business days.

Official transcripts are issued directly to institutions and employers. Students may also request a transcript to be sent to their home. These will be marked "Issued to Student." Roosevelt University does not fax transcripts. If an unofficial transcript is sufficient, students may download the transcript from RU Access. Enrollees prior to the fall semester of 1979 may complete a transcript request form to obtain an unofficial copy. There is no fee.

All transcripts received by Roosevelt University from other institutions are the property of Roosevelt University and may not be copied or reused.
Grade reports

Grade reports are the official evaluation by the instructor for a given course. The grade report includes the student's credit hours completed, quality points, and term and cumulative grade point averages. Academic standing will be indicated on the grade report.

Grade reports are available on RU Access for viewing or printing by the students. Roosevelt does not send grade reports to students' home.

Enrollment certification

Roosevelt has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment status and degrees awarded. Directions for contacting the Clearinghouse are available on the registrar's page on the Roosevelt website.

Academic Standing

Each Roosevelt University undergraduate has an academic standing which is determined by the Roosevelt grade point average (GPA) and unfinished course work (any course with a grade of I or F). Academic standings are as follows: good standing, admitted on probation, academic probation, academic suspension, reinstated on probation, and academic dismissal.

Good standing requires a cumulative RU GPA of 2.0 or higher and fewer than nine total semester hours of unfinished courses.

Admitted on probation. Students admitted on probation must maintain a Roosevelt GPA of 2.0 or higher during their first semester of registration. Students who do not earn the minimum GPA will be academically suspended from the University. Students admitted on probation are limited to 12 semester hours and may be strongly encouraged to register for fewer.

Academic probation. To be placed on probation, students must have one or more of the following: Roosevelt GPA below 2.0 or 12 to 14 semester hours of unfinished courses. To remain at Roosevelt, students must return to good standing by raising their Roosevelt GPA to 2.0 or above and reducing their unfinished course work to fewer than 12 semester hours in the next term of registration. Students who do not return to good standing but achieve a semester GPA of at least 2.2 are continued on probation. Students on academic probation are limited to 12 semester hours per term. Students on academic probation must be advised in the Office of Academic Advising.

Academic suspension. Students on probation are placed on academic suspension at the end of the term if they have a Roosevelt GPA below 2.0 and a semester average below 2.2 or 15 or more hours of unfinished courses. Students on academic suspension will be notified of this action on their grade mailers and in letters from the Academic Status and Progress Committee. Students on academic suspension are eligible to appeal their suspension and petition the committee for reinstatement after sitting out at least one semester.

Students on academic suspension may not register for or audit classes, negotiate with professors for grades other than those already posted, or make further arrangements to remove in completes unless reinstated by the Academic Status and Progress Committee. All grade changes submitted for students who have been suspended will be held by the University registrar until the student has been reinstated. Unless so directed by the Academic Status and Progress Committee, the registrar will leave the same academic standing designation on the student's transcript. Students should inform the Academic Status and Progress Committee immediately if there are late or missing grades or errors in their records. The Committee will then act to clear these discrepancies.

Reinstatement on probation

Students on academic suspension may petition the Academic Status and Progress Committee for reinstatement. The required form and instruction page is available from the advising center at either campus or can be accessed online at www.roosevelt.edu/advising/acadstand.htm. The committee reviews petitions each semester. If granted reinstatement, the student's academic standing is changed to reinstated on probation. Reinstated students are expected to adhere to the requirements listed under academic probation to remain at Roosevelt University.

The University views the reinstatement process as an opportunity to help students achieve academic success. The Academic Status and Progress Committee usually limits students' subsequent enrollment and imposes other conditions on their continuing at Roosevelt. These conditions may include, but are not limited to, career or other counseling; ongoing contact with the advising centers; or additional course work or tutorials. The Academic Status and Progress Committee cannot guarantee that a student will be reinstated to their original college or major.

Academic dismissal

If the Committee decides that the student should not be reinstated for any future term, the student's status is changed from academic suspension to academic dismissal. In such cases, students will be notified in writing of their permanent academic dismissal by the chair of the Committee. Students who are academically dismissed may have the Committee's decision reviewed by the associate vice president for enrollment services or designee. The decision at this level is final.

Graduation

Graduation requirements for bachelor's degrees

- A minimum total credit requirement of 120 acceptable semester hours. (Bachelor of General Studies and Bachelor of Professional Studies students have different requirements; students should consult a College of Professional Studies advisor).
- A maximum of 66 semester hours from any accredited two-year institution.
- Enrollment requirement of specific college and program (minimum 30 sem hrs).
- Minimum GPA of 2.0 in all Roosevelt course work.
Policies and Procedures

For students who enter Roosevelt under the age of 24 and with fewer than 15 hours of transfer credit, FYS 100 RU Ready: Navigating University Life is required in their first semester.

- All requirements and regulations of a specific college and program must be satisfied by the term of completion date.
- University Writing Requirement.
- General education requirements.
- A maximum of 12 semester hours of Roosevelt ELP courses (only after ELP 110 has been passed for an additional 3 semester hours).
- The number of external courses determined by the respective college.
- Courses in English and in mathematics offered at the 099 levels do not count toward fulfillment of the enrollment requirement, nor do they earn credit toward the degree.
- Return of any exit survey required by the University.

Application for graduation
All students must submit the application for graduation by the published deadline. This deadline is listed in each term's Registration Guide and online. The deadline to file the application for graduation is one term prior to the one in which the student plans to graduate. Students may apply for graduation online by using RU Access. For more information, visit www.roosevelt.edu/graduation/.

Graduation ceremonies
There are three graduations a year and two commencement dates, after the fall and spring semesters. Students may participate in the ceremonies only in the term in which their degree requirements are completed. A summer graduate wishing to participate in a ceremony may do so in the fall commencement following the degree award date.

Graduation with honors

University honors
A student who achieves a grade point average of 3.75 or higher for courses completed before the last semester will be acknowledged at the Commencement ceremony. Only those students who maintain a grade point average of 3.75 through the last semester will have honors recorded on the diploma and the transcript. The GPA is calculated on Roosevelt earned hours only.

Franklin Honor Society
Students who achieve exceptional academic records—GPA of 3.75 or higher—may be nominated by a committee in their senior year to the Franklin Honor Society. Its prime objective is “to emphasize scholarship and character in the thought of Roosevelt students, to foster the ideals of the university; and by recognition of students through election to membership, to stimulate the open-minded search for truth, the appreciation of intellectual excellence, and the democratic spirit which were outstanding qualities of Benjamin Franklin.”

Department honors
Students may be recommended by their department for graduation with departmental honors. Each department has its own criteria upon which to award honors. The student's transcript will reflect this achievement.

Student Rights and Responsibilities

Equal Opportunity Policy
Roosevelt University has been committed from its inception to a policy on non-discrimination. No person shall be discriminated against 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.

Students who believe they have experienced unlawful discrimination are advised to file a written complaint in accordance with the Discrimination Complaint Procedure as described in 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 in relation to the accuracy and privacy of their educational records. Roosevelt has established policies to prevent the release of protected information without the student's consent.

Records kept by the Registrar's Office and accessible to students are name, address (local, email, 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, 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 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. A student who does 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 students 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.

Evaluation of instruction
Students are given an opportunity to evaluate programs and instructors 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 conduct and discipline
All students are required to abide by the rules, regulations, and principles of Roosevelt University as stated in the catalog and the student handbooks. 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 student conduct 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 examinations. Extensive guidelines on academic integrity are available from advisors, instructors, and on the website for the Office of the Provost. 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
A student who wishes to appeal a final grade or an alleged violation of academic integrity must follow the procedure detailed below.

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 (10) working days after the start of spring semester. For spring and summer grades, the request must be made no later than ten (10) 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 (10) 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 (10) 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 (10) 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 (10) 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._

**Procedure for 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 speak with the faculty member with whom he/she has a concern. If the student is not comfortable doing so, 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. Concerns should be brought to the appropriate person during the academic term when the concern occurred. Students may bring a concern up to 30 days after the conclusion of the course. After 30 days, the concern cannot be reviewed.

_Anti-harassment_ 

For anti-harassment concerns, students should refer to the anti-harassment policy found in the _Student Handbook._

**Tuition and Fees**

Roosevelt University lists current tuition and fees in the Registration Guide for each term. There is a nonrefundable general fee assessed on all registrations. Certain classes and programs may require other fees such as lab fees. Students have primary responsibility for the entire tuition and other fees regardless of whether charges are financed through a third party such as an employer or through student loans. By registering for class(es), students agree to abide by all University regulations, whether or not printed in the catalog, and by any administration or faculty decision regarding student status in the University.

**Registration Agreement**

Before registering for classes, students will be asked to read and accept a registration agreement that explains the financial responsibilities of registration. By clicking "I Agree," the student acknowledges responsibility for all tuition charges and related fees, unless the registration is ended through an official withdrawal per University policies and procedures. Students must accept the agreement to indicate their understanding that they are responsible for the registration, and for tuition and fee charges. After the registration agreement is accepted, it will be necessary for students to select a payment plan from among the options available.

**Special tuition rates**

The Chicago College of Performing Arts has a special flat-rate tuition that presupposes full-time enrollment. The per course rate for CCPA is higher than that of the other colleges.

Senior citizens (age 65 or older) who wish to undertake study at Roosevelt are offered a special reduced tuition rate. Details are in each term’s Registration Guide.

Students who audit courses are entitled to a special tuition rate that is less than the regular tuition rates. See further description in the Registration section.

Tuition credit percentages for withdrawn courses in the summer terms reflect the shorter length of terms. Please see the Summer Registration Guide for more information.
Procedure for payments

Payments are made by check or money order payable to Roosevelt University. The University also accepts Visa, MasterCard, and Discover card payments online through RU Access, in person, or by telephone. The University will not accept third party checks. Students may pay in person at the Office of Student Accounts at the Chicago campus or by mail to Roosevelt University, Office of Student Accounts, 430 South Michigan Avenue, Chicago, IL 60605.

Students whose tuition is covered by a tuition waiver as payment in part or in full must present the original waiver and official notification from the employer or sponsor at the time of registration. The student is responsible for paying any remaining balance at the time of registration.

A fee is assessed for returned checks and credit card rejections. The University reserves the right to require cash, money order, or cashier’s check for any student whose account reflects a history of returned checks and/or rejected credit card payments.

Payment plans

Roosevelt University offers payment plans to assist students in financing their tuition. To participate in any Roosevelt University extended or deferred payment plan, students are required to do the following:

- Pay a nonrefundable payment plan fee
- Make payment arrangements immediately upon completing registration through RU Access.
- Complete a promissory note and submit it to the Office of Student Accounts (promissory notes may be completed online through RU Access)
- Observe the actual payment-due dates that are published in each term’s Registration Guide.

The University reserves the right to cancel without notification the registration of a student who has not satisfied payment requirements. Any questions regarding canceled registrations should be directed to an account representative in the Office of Student Accounts. Students whose registrations are canceled are notified by mail and are not eligible to continue attending classes.

Extended payment plan

The extended payment plan allows students to pay for each semester’s tuition and fees in four equal payments (three equal payments for summer term). Students pay a nonrefundable payment plan fee to participate, but no interest is charged unless payments are received late. The payment-due dates under this plan are as follows:

- 25 percent of total tuition and fees due approximately two weeks before first day of each scheduled term.
- The three remaining payments are due monthly according to the dates published in each term’s Registration Guide.

Tuition reimbursement plan (ROOSTR)

The Roosevelt Tuition Reimbursement plan allows eligible students to defer all or part of the tuition payments up to three weeks after grades are available for the term. To participate in ROOSTR, a student must submit a copy of his/her employer’s tuition reimbursement policy and a letter from the employer to confirm the student’s reimbursement eligibility, indicating the percentage of the tuition covered and any restrictions. A student may participate in this plan only if his/her employee benefit covers at least 75 percent of the total cost of tuition. Students must update student eligibility each scheduled term of enrollment. Payment of any portion of tuition and fees not covered by this benefit must be received by the due date published in the Registration Guide. A late fee of $100 will be assessed to the student’s account if complete payment is not received by the extended payment due date.

Direct bill payment plan

This plan allows a student to attend the University under a sponsor’s benefit plan. The student’s sponsor pays the cost of tuition and fees directly to the University. In order to participate in this plan, a student submits a copy of the sponsor’s tuition reimbursement policy and a letter certifying that he/she is eligible for benefits regardless of the grade, and stating the value of the benefits. A student must update his/her eligibility each new term of enrollment, and a student will be required to pay any portion of the tuition and fees not covered by the sponsor by the due date published in the Registration Guide.

Other financial procedures

Tuition statements are mailed 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 finance charge.

The University charges a late registration fee on all registrations that occur after the deadline published in each term’s Registration Guide. The current tuition rate and a late registration fee are charged for retroactive registrations should the University approve such 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.

The University will not release a student’s academic transcript, diploma, or certification of attendance until all outstanding indebtedness is satisfied. Furthermore, the University will not permit students with delinquent accounts to enroll in subsequent semesters. A transcript of a student’s record is the property of Roosevelt University and is not the property of the student. Roosevelt University has no obligation to release a transcript to a student, but customarily
Withdrawals, Refunds, and Credits

Refund Policy for Students
Roosevelt University’s refund policy meets the standards, required by federal law, governing the awarding and disbursement of Title IV student financial assistance.

Roosevelt University Refund Schedule for Most Students

- Before and through first week of the term: 100% of tuition charges
- Second week of the term: 90% of tuition charges
- Third through the fourth week of the term: 50% of tuition charges
- Fifth through the eighth week of the term: 25% of tuition charges
- After eighth week of the term: 0% of tuition charges

Summer, intensive, online, and external courses are some examples of courses that do not necessarily use the above refund schedule.

Higher One
As of Fall, 2007, Higher One processes all student refunds for Roosevelt University. These refunds include financial aid disbursement and tuition refunds due to dropping classes.

As a Roosevelt University student, you should have received or will soon receive a mailing from Higher One that includes an explanation of the program and a personalized EasyRefund card. Upon receiving the initial mailing, you need to contact Higher One as to how you want to receive this refund due to you from Roosevelt University.

Using the Easy Refund Card that was included in the mailing, go online to www.easyrefund.com and select your refund choice. If you have not received your card or may have misplaced it, call 877-327-9515 for assistance.

Choosing your refund preference is the only way to let Roosevelt University know how you want to receive your refund money. As soon as you have activated your refund preference, any refund processed will be delivered based on the method you have selected.

Your refund delivery options are:
- Easy Refund to your One Account—funds available the same day
- Electronic Transfer (ACH)—funds available in two to three business days

Here’s how to get started:
- Go to www.easyrefund.com and select “Roosevelt University”
- Enter your card number in the “Get Started” area and click the “Activate” button
- Follow the easy activation instructions

After you have gone through the activation process, make sure your contact information was entered correctly so that you can receive important notifications about your refund. To view or update your contact information, go to “Profile” in the main menu, then select “Email” or “Address and Phone” from the drop down menu.

Please keep in mind that managing your Easy Refund account is a financial responsibility. While the EasyRefund program is designed to be a free program for all students, there may be fees associated with its use. Go to https://roosevelt.higheroneaccount.com/info/outfees.jsp for an explanation of fees.

If you have additional questions, feel free to contact customer service toll free at (877) 327-9515 or call the Roosevelt University Office of Student Accounts at (312) 341-3570.

Summer policy
The tuition credits allowed for withdrawn courses in the summer terms are adjusted to take into account the shorter length of the terms. Please see the Summer Registration Guide for tuition credit information.

Refund policy for residence life
Residence hall contracts are signed for the cost of room and board for an academic year. A security deposit is required in advance of residency. The deposit is forfeited if the student fails to fulfill the terms of the contract or departs from housing before the end of the contract period. Students who leave the residence before the end of the contract are responsible for the total cost assessed for the contract.
Financial Aid

Roosevelt University is committed to providing financial assistance to eligible undergraduate students to help pay the costs associated with attending college.

All applicants must apply for financial aid using the Free Application for Federal Student Aid (FAFSA). Roosevelt University's school code is 001749. The FAFSA and all other applications and forms may be found at www.roosevelt.edu/financialaid.

Any student wanting to be considered for federal, state, and institutional financial aid programs noted here must complete the RU Financial Aid Application Process and meet the minimum requirements for financial aid eligibility. Although funding higher education is the primary responsibility of the family, over 85% of our students receive financial aid to assist them in covering those costs. Many people do not believe that they qualify for student aid but it is always worth applying and discussing options with a RU financial aid counselor. All students are required to bring sufficient funds to pay for their own books at the start of each term. Books typically range between $100-$150 per three credit hour course. To be eligible for almost all financial aid programs (including loans) you must be enrolled at least half-time. Half-time, for both undergraduate and graduate study is at least six (6) hours per semester.

Federal Pell Grant

This is a federal assistance program for any regular degree-seeking undergraduate student pursuing their first bachelor's. The student demonstrates exceptional financial need as defined by federal methodology. This program is federally funded with the purpose of helping financially needy students meet the cost of post-secondary education. The current maximum award for the 2007-2008 Award Year is $4,310.

In order to determine eligibility for this federal financial aid program, students must file a Free Application for Federal Student Aid (FAFSA) and have the results sent to RU. The amount awarded in the form of the Pell Grant varies by EFC and enrollment.

Federal Supplemental Educational Opportunity Grant Program (FSEOG)

The Supplemental Grant (FSEOG) is a federal program designed for any regular degree-seeking undergraduate who demonstrates exceptional need. FSEOG funds are awarded only to Pell Grant recipients and are very limited.

In order to determine eligibility for any federal financial aid program, you must file a FAFSA and have the results sent to RU. There is no additional application required. If you are awarded FSEOG funds you will be notified via the Financial Aid Award Notification Letter.

Illinois Monetary Award Program (MAP)

The MAP program is a need-based grant program offered to undergraduate Illinois residents pursuing their first bachelor's degree. This grant can be used toward tuition and mandatory fees only. The current maximum award for full-time students for the 2007-2008 academic year is $4968.

A completed FAFSA is needed before the Financial Aid Office can evaluate eligibility for this award. Documentation of Illinois residency is also required.

Eligibility for the MAP grant is being tracked by the equivalent number of semester credit hours of MAP benefits paid on your behalf. This is called MAP Paid Credit Hours. A minimum of 3 and a maximum of 15 MAP Paid Credit Hours may be used each term based on your eligibility.

There is a limit on the number of MAP Paid Credit Hours that can be paid while you are classified by your school as a freshman and sophomore. This limit is the equivalent of 75 MAP Paid Credit Hours. If this maximum is reached, you must attain Junior status before your MAP grant eligibility can resume. The maximum number of MAP Paid Credit Hours that a student can receive during their undergraduate career is 135. Once this maximum is reached you are no longer eligible for the MAP award. Your financial aid counselor will review your financial aid information to determine your eligibility for this award.

Federal Work-Study Program

Federal Work-Study (FWS) is a federally supported program for students who have documented financial need. The Federal Work-Study Program's objective is to provide employment opportunities for eligible students to help meet educational costs while providing an opportunity to gain valuable work experience. The amount of financial assistance offered to you in the form of a work-study job reflects the maximum amount of money you will be eligible to earn under the Federal Work-Study program. This does not necessarily mean that you will actually earn the entire amount during the academic year. Students employed under Federal Work-Study are paid on a bi-monthly basis.

Students not eligible for FWS are advised to contact the Career Services Department for assistance.

Roosevelt University Academic and Need-Based Awards

Newly admitted full-time students are automatically evaluated for academic awards through the Office of Admission. These annual awards can be used during the fall and spring terms. These awards are renewable as long as you continue to be enrolled on a full-time basis and meet Satisfactory Academic Progress standards.

Need-Based awards are offered to eligible newly admitted full-time students based on the results received from the FAFSA. These awards are also renewable and contingent upon continued full-time enrollment and meeting Satisfactory Academic Progress standards. Need-based awards will be reduced if additional awards are granted or existing awards are increased.

Veteran Educational Benefits

Roosevelt University participates in the following Veterans Educational Benefit programs: The G.I. Bill and the Vocational Rehabilitation Program.

If you believe you may be eligible to receive Veterans Educational Benefits you should contact...
the Veterans Administration to confirm your eligibility. Eligible veterans, eligible dependants of veterans, and eligible active duty personnel must communicate directly with the Financial Aid Office and the Regional VA office to receive educational benefits.

If you receive these benefits it will impact the amount the of other student aid you may receive.

### Student Loans

Student loans are a very affordable educational financing option for many students and families. Many of the loans will allow you to defer payment, both interest and principle, while you are enrolled at least half-time. Unlike grants and scholarships, student loans must be repaid. There are various student loan programs, including need and non-need based loans, designed for parents and students alike. Interest rates on Federal Loans are set by the government on July 1st each year.

Choosing what lender to borrow from is an important decision and it is yours to make! We encourage you to use the internet and other resources to research what lender may best meet your needs.

#### Federal Subsidized Stafford Loan Program

This program consists of low interest rate loans borrowed from participating financial institutions. The loan is guaranteed by a state or private nonprofit agency and the federal government. Interest payments on these loans are deferred.

Annual Federal maximums were raised for the 2007-08 year. The new limits are:
- $3,500 freshmen;
- $4,500 sophomores;
- $5,500 juniors and seniors;
- $5,500 PARALEGAL Students.

#### Federal Unsubsidized Stafford Loan Program

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.

Annual Federal maximums were raised for the 2007-08 year. The new limits are:
- $4,000 freshmen and sophomores;
- $5,000 juniors and seniors; and
- $5,000 PARALEGAL students.

Aggregate loan limits are the same as subsidized Stafford loans, less amounts borrowed under that program. Interest rates are the same as the subsidized Stafford loan except the borrower is responsible for accrued interest. This interest may be capitalized at the borrower's request.

### Federal PLUS/Graduate PLUS Loan

Federal PLUS/Graduate PLUS Loans enable parents, or graduate students, to borrow up to the cost of education minus other financial aid for each child (or yourself if a graduate student) enrolled at least half-time who is a dependent student (not applicable for graduate students).

This amount is in addition to the Stafford limits, but the total may not exceed the cost of education. The student must be enrolled at least half-time and meet other federal financial aid eligibility requirements to participate in the federal loan program. Applications are available in the Financial Aid Office. Both parents and students are advised that a credit check is required for approval of this loan.

Dependent student's whose PLUS application has been denied are eligible to receive the Unsubsidized Stafford Loan in the amount up to the maximum eligibility for his/her academic level. The loan cannot exceed the cost of attendance budget.

### Alternative Loans

These are loans offered through private lenders and are meant to provide additional educational funding only after a student and his/her family have exhausted all other sources of funding such as Federal and State aid.

These loans are not guaranteed by the Federal government and often carry high interest rates and fees. All require credit checks and most will require a co-signer if the borrower has little or no credit history. Families interested in alternative loans should also note that alternative loans can not be consolidated through loan consolidation in the future.

### Components to the Satisfactory Academic Progress 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 academic standing (see your Academic Advisor for how your academic standing is calculated).

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 above. You will be advised of such at your Roosevelt MyMail email address. Financial aid probation lasts until the next time your 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 a cumulative 2.0 grade point average the first time your record is assessed after your financial aid 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) and 54 as a graduate student whether or not you have been on financial aid probation.

If you earn 0 hours in any given term in which you are enrolled, financial aid eligibility is ended immediately whether or not you have been on financial aid probation.

Note that, even though you have been terminated for financial aid by federal policy, as long as your remain in good academic standing with the university, you may still 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 the Satisfactory Academic Progress standards.

Financial Aid Reinstatement

Financial aid eligibility will be reinstated once an assessment of your academic record confirms it to be in compliance with the Satisfactory Academic Progress Policy (cumulative GPA of 2.0 or higher AND a completion ratio of at least 67% of hours attempted). 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 MyMail 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 extraordinary 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 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 and include the results and the exact listing of all remaining courses you need to complete the degree with your appeal documentation.

Response to your appeal will be emailed to your Roosevelt MyMail 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 documentation 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 MyMail email address within fourteen (14) business days. The decision of the Vice President is final.

Federal Title IV Refund Policy

Federal Title IV financial aid is provided to assist students to pay for part or all of the expenses related to their attendance at the University. The federal refund policy is applicable to students receiving federal aid who withdraws completely on or before 60% of time has elapsed during the period of enrollment for which the student has been charged.

To determine the amount of Title IV aid for which the student is eligible, RU will use the student’s withdrawal date, the amount of aid the student was originally offered, the number of days that comprise the payment period, and the number of days the student completed in the payment period. The calculation will be performed using the number of days completed divided by the number of days comprising the payment period to determine the percentage earned. The percentage earned, subtracted from 100 percent will be the percentage of unearned aid that must be returned to the Title IV programs. The amount of unearned aid will be returned to the Title IV programs in the following order: FFELP loans (subsidized and unsubsidized Stafford), Federal PLUS, Federal Pell Grant, Federal SEOG, and other Title IV Programs. Once Title IV funds are returned, the student may owe a debit balance to the university. Examples of the policy are available in the Office of Financial Aid. Withdrawing from classes not only results in adjustment of current aid but will also impact a student's eligibility for future aid.
Student Life

Student Services

The Division of Enrollment and Student Services oversees the academic, advocacy, and support services for students. Some programs within this division include the Academic Success Center, Career Services, the Counseling Center, International Programs, and services for learning and physically disabled students.

Academic Success Center

The Academic Success Center houses three areas 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. Call (312) 341-3818 in Chicago or (847) 619-7978 in Schaumburg for more information.

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. Call (312) 341-3810 for more information.

Career Services

Throughout the year career planning workshops 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. Workshops 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, and transferable skills.

The Office of Career Services has a variety of career/employment-related resources including e-Recruiting, an Internet-based job listing database and resume referral system; a 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 470, 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 provides a variety of services to help students understand their problems and themselves, achieve satisfying relationships, improve their academic performance, and make effective and fulfilling career and life choices. Counseling services are free and confidential. Services include individual, group and couples counseling, consultation (when you are concerned about someone else) and referral (guidance to other community resources).

Additionally, the Counseling Center provides wellness programming, such as light treatment, stress management and relaxation training, and workshops and awareness/prevention events on a variety of topics throughout the year.

Programming, drop-in times and appointment information are available at the Counseling Center, Auditorium Building Rm 464 on the Chicago campus, (312) 341-3548, and Schaumburg campus Room 114, (847) 619-7929. For additional information about the Counseling Center, and informational brochures on a wide range of topics, visit the web page at www.roosevelt.edu/counseling.

Office of International Programs

International students who require advising and information regarding US immigration regulations, cross-cultural counseling, and all matters related to their presence in the US as well as students interested in studying abroad should contact the Office of International Programs, at (312) 341-3531 or internat@roosevelt.edu.

Federal TRIO Programs

Student Support Services/Project Prime

Student Support Services/Project Prime is a federally funded program. The goal of the program is to increase the college retention and graduation rates of low-income, first-generation, and/or disabled undergraduate students. This program also aims to help students make the transition from one level of higher education to the next. Students are accepted into the program based on federal eligibility criteria. Faculty referrals and self-referrals are welcome. The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their post-
secondary education. Services include academic advising and various forms of counseling, tutoring and academic support through study skills development as well as cultural enrichment activities and assistance with graduate school planning.

**Educational Talent Search**

Educational Talent Search is a federally funded program that offers academic and personal support to students primarily in grades 6 to 12 who are from low-income and first-generation backgrounds. The mission of the program is to keep students in school, witness their high school graduation, and assist them with enrollment into post-secondary institutions. Services provided include both group and individual career assessment and exploration, academic support and advisement, the dissemination and clarification of financial aid information, assistance with the college planning process, and tutorial support.

**Veterans Upward Bound**

Veterans Upward Bound is a federally funded program designed to assist eligible veterans of the United States services prepare for a college education at the institution of their choice. Services include academic assessment through computerized testing in reading, language arts, and mathematics; classroom instruction, Monday through Friday, in language arts, mathematics, computer basics, along with instruction in study and test-taking skills; personal tutoring and computer-based instruction; postsecondary school searches, academic and career counseling, assistance in the veteran's financial benefit search process; as well as assistance in completing college admission and financial aid applications.

Eligible applicants must meet federally mandated low-income and first generation college status; be a veteran of one of the Armed Forces, having served for more than 180 days, any part of which occurred after January 31, 1955; and have a discharge which is other than dishonorable. All services provided are free of charge.

**Upward Bound**

Upward Bound is a federally-funded program designed to assist low-income and first generation high school students stay in school, earn their high school diploma, and then transition to the postsecondary school or college of their choice. Services provided include group and individual academic support, tutorial assistance, advisement, financial aid processing assistance and clarification, and college selection and planning assistance. Upward Bound students participate in cultural enrichment activities and college campus tours to help them become familiar with some of the many colleges and universities available to them. Additionally, the Upward Bound summer component immerses students in college campus life during a six-week program held at the Chicago campus.

**Academic Writing Center**

Roosevelt University's Writing Center provides support for all students and members of the university community who want to become better writers.

<table>
<thead>
<tr>
<th>Roosevelt University Writing Center</th>
<th>Carrie Brecke, Director</th>
</tr>
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<tbody>
<tr>
<td>Auditorium Building Room 650</td>
<td><a href="mailto:cbrecke@roosevelt.edu">cbrecke@roosevelt.edu</a></td>
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<tr>
<td><a href="mailto:writingcenter@roosevelt.edu">writingcenter@roosevelt.edu</a></td>
<td>(312) 341-2206</td>
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</tbody>
</table>

The Writing Center is for anyone who wants to become a better writer. Students of every skill level benefit from sessions with a Writing Center tutor. At the Writing Center, students work with trained undergraduate and graduate student tutors who can converse with writers about any writing task. Some of the kinds of writing that a Writing Center tutor can help you with are: academic essays; research papers; bibliographies; proposals; personal statements; business or professional writing; lab reports.

Tutoring sessions involve a wide variety of tasks, but at the heart of every session is conversation—a conversation about your ideas and the best ways to make your ideas clear. From finding a topic to organizing your argument, students can work with a tutor on any aspect of their writing.

Tutoring sessions are free and appointments are available by phone (312.341.2206) or through email (writingcenter@roosevelt.edu). For immediate appointments, students can drop by the Writing Center (room 650) to see if a tutor is available. Online tutoring is also available. Check our webpage for additional information. www.roosevelt.edu/writingcenter

**Computers and instructional technology**

Open access computer laboratories are maintained on both campuses and computer classrooms equipped with computer workstations are available for use by classes. Standard software in the labs and computer classrooms includes applications for word-processing, spreadsheet and database development, statistical analysis, programming, and multi-media editing as well as a variety of specialized applications. Computer use is a vital part of instruction in every college. Basic competency in the use information technology can be obtained by all students either working on their own in the labs or in formal courses.

In addition to computer laboratories in classrooms, many individual classrooms are equipped with data projection and multimedia playback equipment for use by instructors, and mobile equipment is available for use in all classrooms. Increasingly, teachers supplement standard classroom instruction with online resources through the Blackboard course management system or their own faculty websites.

All campus computers are provided with internet access and wireless network connections are available at hot spots at all campus locations.

For the latest information on technology services at Roosevelt University visit the Division of Information Technology web page at http://www.roosevelt.edu/doit.
First Year Seminar
All new, full-time undergraduate students who are under the age of 24 and who have fewer than 15 hours of transfer credit will be required to take an eight-week seminar designed to assist them in handling their college studies successfully. This noncredit course is required for graduation. The course will provide information about academic and personal resources. The course also includes excursions into the city and suburbs. The seminar is entitled FYS 100: RU Ready: Navigating University Life. Students who are not required to take the course may request to do so and will be admitted if space is available.

Roosevelt University Library
The Roosevelt University Library provides access to numerous print, online, and AV resources from all campus locations. The webpage links to 100+ resources that contain citations to scholarly journals, magazines, newspapers, and reference works. Students can access the online resources from off campus; authentication is required by entering the RU ID number. Students must use the 23311 prefix in front of the 9 digit ID number.

Resource highlights
200,000+ books
20,000+ print and online journals
100+ online resources
Online Reference books
Newspapers (including the full text of the Chicago Tribune, the New York Times, and more)
Musical recordings, sheet music, scores
Archives

Library Services
Reference librarians available in person, by phone, or through email
One-on-One research help
Library materials delivered to the campus of your choice
Interlibrary loan articles delivered directly to your RU email account

The RU Library is a member of the state-wide library network, I-Share, which consists of 70+ academic institutions. Materials from these libraries can be borrowed and delivered to any of the four RU library locations. Materials not available at RU or in the I-Share consortium can be obtained through a nationwide interlibrary loan network.

Each library location has networked computer stations that give students access to the internet, RU’s online resources, and RU’s book catalog. Most library resources can be accessed from off campus 24/7 with appropriate authentication. The library offers instruction sessions and guidance in the use of the online resources designed specifically for individual classes, as well as research assistance on a walk-in basis or by appointment.

The RU Library consists of four locations – the Murray-Green Library located on the 10th floor of the Auditorium Building, the Performing Arts Library on the 11th floor of the Auditorium Building, the CPA Electronic Reference Library in room 500 of the Gage Building, and the McCormick Tribune Foundation Library in room 140 of the Schaumburg Campus.

For contact information, hours, and locations see the Roosevelt University Library’s website at www.roosevelt.edu/library.

Remedial music courses
The Chicago College of Performing Arts offers preparatory courses in theory to students who wish to enroll as professional music students but who are not sufficiently prepared to enter the regular college course in the discipline. No credit toward a music degree is given to music majors for these courses. In applied music, noncredit lessons may be required at times to meet minimal performance standards.

Summer Session
Roosevelt University offers a comprehensive Summer Session with a wide variety of courses, schedules, and formats to coincide with students’ busy lives. Current Roosevelt students, students from other colleges who are home for the summer, working adults seeking professional development, and teachers can further their studies at Roosevelt. Summer Session at Roosevelt is flexible; classes are offered at the Chicago and Schaumburg campuses and fully online.

Registration for undergraduate students-at-large is easy. Students who are in good academic standing at regionally accredited colleges or universities simply complete course registration forms; no application is necessary. Summer Session Class Schedules are available in December. Preliminary schedules are available in November on the web at www.roosevelt.edu/summer.

Study Abroad and Other Educational Opportunities

Office of International Programs
Study abroad can deepen one’s knowledge and understanding of international, political, and economic issues and enhance employment prospects. While pursuing a degree at Roosevelt, students can earn Roosevelt credit for his/her study abroad program. To study abroad, students are encouraged to 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
Campus Life and Student 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.

Center for Student Involvement
Chicago
Rm 105 Herman Crown Center
(312) 341-2015
csi@roosevelt.edu

Center for Campus Life
Schaumburg
Rm 430
(847) 619-7940
ccl@roosevelt.edu

Student government

Student government assumes an important role at each campus. The Student Government Association (SGA) at the Chicago campus and Student Government at the Schaumburg campus represent the voice for student needs, concerns and opinions. The organizations are lead by elected officers and members include senators as well as representatives from student organizations.

Both student government organizations are responsible for appointing students to University-wide committees, such as the 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. Contact the Schaumburg Student Government at ccl@roosevelt.edu and the Chicago SGA at sga@roosevelt.edu.

Student organizations

Roosevelt University supports a variety of student organizations designed to enhance campus life, student leadership, and learning outside the classroom. For information about these groups or starting a new organization, visit the Chicago Center for Student Involvement website at www.roosevelt.edu/csi or the Schaumburg Center for Campus Life website at www.roosevelt.edu/ccl.

Fitness and Recreation

Marvin Moss Student Center

Located on the fourth floor of the Herman Crown Center on the Chicago campus, the Marvin Moss Student Center is available for all students’ use. It has a fitness center (weights, treadmills, stationary bicycles, and cardio machines); locker rooms; a game room with billiards, foosball, ping pong, and a television; a gymnasium suitable for basketball, volleyball, soccer, intramural activities, and social events; and a recreation room for fitness classes. A certified personal trainer is available to assist students.

A validated student ID card is required. Students may bring a guest to participate in the use of the facilities. Call (312) 341-2430 for hours of operation. For additional information, visit www.roosevelt.edu/csi/fitness.

John M. and Christine Licht and Duraco Products Student Center

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 large screen television in Rm 428. Students may call 847-619-7940 for hours of operation. For additional information, visit www.roosevelt.edu/ccl.

Student leadership awards

Each spring semester, the Student Leadership Awards program is held to recognize outstanding students, student organizations and members of the campus community who significantly enhance learning outside the classroom. For more information, contact the Chicago Center for Student Involvement or the Schaumburg Center for Campus Life.

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. Roosevelt on Washington (ROW) is located at the corner of Wabash and Washington. This newly renovated building features apartments for upperclass and graduate students. The downtown location of both of these residence halls makes access to nearby cultural institutions convenient.

The residence life staff manages the operations of the residence halls. The resident assistants live on each floor and serve as a resource for the residents. The security staff is also available on a 24-hour basis.

For more information, contact the Office of Residence Life at (312) 341-2005 or www.roosevelt.edu/reslife.

Campus Life and Student Involvement

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 pre-approved non-exchange program will be charged a $500 Study Abroad Fee for each term abroad. Students who study through an RU approved exchange program will be charged Roosevelt tuition and fees and will not pay the study abroad fee.

For study abroad and exchange program information, contact the Office of International Programs, (312) 341-3531, internat@roosevelt.edu.
Alumni Association

Graduates from Roosevelt University join a distinguished group of alumni, including the late mayor Harold Washington and jazz musician Ramsey Lewis. All graduates of Roosevelt University, the former Chicago Musical College, the former Central YMCA College, and former students who have completed at least two semesters are considered alumni of Roosevelt University. Members of the Alumni Association receive the following benefits:

- Short-term medical insurance
- Career counseling and resume referral services at no charge
- Reduced rates for selected audited, non-credit courses
- Reduced-cost cultural, educational, and social activities
- Library privileges at the Chicago and Schaumburg campuses
- Use of computer labs at all three RU buildings during hours buildings are open to the public.
- Regular issues of Roosevelt Review, the alumni magazine
- Membership to both Roosevelt University’s fitness centers: The Marvin Moss Center in Chicago and the Schaumburg Campus Fitness Facility.
- A 10% discount at the RU Bookstore (with the exception of textbooks)
- Invitations to alumni programs and events in Chicago and beyond, including the signature annual Alumni Weekend.

From time to time, the University may ask alumni to answer surveys concerning their experiences as a student at Roosevelt. The answers provided on these surveys help the University provide the best possible academic and co-curricular experiences for our current students. Alumni are urged to respond to these questionnaires and give the University and current students the benefit of their experience.

Further information about alumni activities is available from the Alumni Relations Office, (312) 341-3624 in Chicago; on our website at www.roosevelt.edu/alumni; or by e-mail at alum@roosevelt.edu.
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, Chair, Department of Communication, and Associate Professor, Integrated Marketing Communications. BBA, University of Iowa; MBA, University of Chicago.

Curtis Leon Bailey, Associate Professor, Sociology. BS, Northeast Missouri State University; MS, PhD, Purdue University.

Bethany A. Barratt, Associate Professor, Political Science and Women’s and Gender Studies. 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. BA, Northeastern Illinois University; MS, PhD, Illinois Institute of Technology.

Judith A. Boruchoff, Assistant Professor, Anthropology and Sociology. BA, Cornell University; MA, PhD, University of Chicago.

Mickey Brazeal, Assistant Professor of Integrated Marketing Communications.

Carrie Brecke, Director, Writing Center; Instructor, Women’s and Gender Studies. BA, MA, University of Illinois at Chicago.

Ann Brigham, Associate Professor, English and Women’s and Gender Studies; Director, Women’s and Gender Studies. BA, Bard College; MA, PhD, University of Arizona.

Regina Buccola, Associate Professor, English and Women’s and Gender Studies. BA, Bellarmine College; MA, University of Kentucky; PhD, University of Illinois at Chicago.

Catherine Campbell, Associate Professor, Psychology. BS, Texas A & M University; PhD, University of North Texas.

Andy Carter, Associate Professor, Mathematics Education. BS, Centenary College; MST, University of Chicago; PhD, University of Illinois at Chicago.

Celeste Chamberland, Assistant Professor, History. BA, University of New Brunswick; MA, Concordia University; PhD, University of California at Davis.

Sathees Chandra, Associate Professor, Biology. PhD, Ohio State University.

James P. Choca, Chair, Department of Psychology and Professor, Psychology. BA, MA, PhD, Loyola University of Chicago.

Chris Chulos, Chair, Dept. of History, Art History and Philosophy and Associate Professor, History. BA, Loyola University; MA, PhD, University of Chicago.

James Cicarelli, Professor, Economics. BA, MA, PhD, University of Connecticut.

Steve Cohen, Associate Dean, College of Arts and Sciences; Chair, Department of Actuarial Science and Mathematics and Associate Professor, Mathematics. BA, Northwestern University; MS, PhD, University of Illinois at Chicago.

Norbert Cordeiro, Assistant Professor of Biology. BA, Hampshire College; PhD University of Illinois-Chicago.

Karen Cullotta, Instructor, Journalism. BA, Roosevelt University; MSJ, Northwestern University.

Anne-Marie Cusac, Assistant Professor, Journalism. BA, Northwestern University; MA, University of Wisconsin-Madison; MFA, Washington University.

Heather M. Dalmage, Director, Mansfield Institute of Social Justice, Professor, Sociology. BA, Marquette University; MA, DePaul University; PhD, CUNY.

Evgeny Dantsin, Associate Professor, Computer Science. BS, MS, St. Petersburg State University; PhD, Steklov Institute of Mathematics.

Pamela Davies, Assistant Professor, Integrated Marketing Communications. BBA, University of Wisconsin-Madison; MBA, Northwestern University.

Ben-Roy Do, Instructor of Psychology. BS, National Taiwan University; Taiwan; MA, Columbia University Teachers College; PhD candidate, University of Illinois at Champaign-Urbana.

LaVonne A. Downey, Assistant Professor, Public Administration. BA, University of Missouri-St. Louis; MA, Syracuse University; PhD, University of Illinois at Chicago.

Judith A. Dygdon, Associate Professor, Psychology. BA, Roosevelt University; MS, PhD, Purdue University.

Lee Earle, Associate Professor of Integrated Marketing Communications. BS, Southern Illinois University; MS, Syracuse University.

Jeffrey Edwards, Chair, Department of Political Science and Public Administration and Associate Professor, Political Science and Women’s and Gender Studies. BA, Marquette University; PhD, University of Minnesota.

Michael Ensdorf, Associate Dean, College of Arts and Sciences, and Professor, Communications.

BA, Columbia College; MFA, University of Illinois at Chicago.

Carl Entemann, Associate Professor, Computer Science. BS, Antioch University; MA, PhD, Illinois Institute of Technology.

Christian W. Erickson, Assistant Professor, Political Science. BA, San Francisco State; MA, PhD, University of California-Davis.

Peter Fallon, Associate Professor, Journalism. BA, MFA, New York Institute of Technology; PhD, New York University.

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