# TABLE OF CONTENTS

Home ................................................................. 7  
Undergraduate .................................................. 8  
Admission .......................................................... 9  
Financial Aid ....................................................... 11  
Academic Communities of Practice .................. 12  
Honors Program ................................................ 13  
Chicago College of Performing Arts ............... 14  
  Music Conservatory ........................................ 14  
    Classical Guitar, BM .......................................... 16  
    Jazz Instrumentalist, BM ................................. 17  
    Jazz Piano, BM ................................................ 18  
    Jazz Vocalist, BM ........................................... 19  
    Music Composition, BM ................................. 20  
    Music Composition, Minor ............................. 20  
    Music Education, BM ...................................... 21  
    Music Education/Choral Concentration and Piano Performance, BM ........................................... 22  
    Music Education/Choral Concentration and Voice Performance, BM ........................................... 24  
    Music Education/Instrumental Concentration and Orchestral Instrument Performance, BM .......................... 25  
    Music History/Theory Minor ........................... 26  
    Musical Arts, BMA ........................................... 26  
    Piano Performance, BM ................................. 27  
    Violin, Viola, Cello, Double Bass and Harp, BM .......................................................... 28  
    Voice, BM ....................................................... 29  
    Woodwind, Brass, and Percussion Instruments, BM .......................................................... 30  
  Theatre Conservatory ....................................... 30  
    Acting, BFA ...................................................... 32  
    Musical Theatre, BFA ........................................ 33  
    Musical Theatre Dance Concentration, BFA .......................... 34  
    Theatre, Minor ................................................ 35  
  College of Arts and Sciences ......................... 36  
    Actuarial Science, BA ....................................... 36  
    Actuarial Science, BS ....................................... 38  
    Actuarial Science, Minor ............................... 39  
    Actuarial Sciences, BS/MS Accelerated Program .......................................................... 40  
    African American Studies, BA ....................... 40  
    African American Studies, Minor .................... 42  
    Biochemistry, BS ............................................. 42  
    Biology, BA ..................................................... 44  
    Biology, BS ..................................................... 46  
    Biology, Minor ................................................ 48  
    Chemistry, BA ................................................ 48  
    Chemistry, BS ................................................ 50  
    Chemistry, Minor ............................................ 52  
    Child and Family Studies Concentration .......... 52  
    Computer Science, BS ...................................... 53  
    Computer Science, Minor ............................... 54  
    Data Analytics, BS ........................................... 54  
    Diagnostic Medical Sonography, BS .............. 56  
    Documentary Studies, Minor .......................... 58  
    Economics, BA ................................................. 58  
    Economics, Minor ........................................... 59  
    English Composition ....................................... 60  
    English Language Program ............................. 60  
    English, BA ..................................................... 60  
    English, Minor ................................................ 62  
    Environmental Science, Minor ....................... 62  
    Film Studies, Minor ......................................... 63  
    Fine Art, Minor ................................................ 64  
    Forensic Psychology Concentration ................ 64  
    Hispanic Studies, Minor ............................... 64  
    History, BA ...................................................... 66  
    History, Minor ................................................ 67  
    Histotechnology, BS ......................................... 67  
    Information Technology, BA ......................... 69  
    Integrated Marketing Communications, BA ....... 70  
    Integrated Marketing Communications, Minor .... 71  
    International Studies, BA ............................... 72  
    International Studies, Minor .......................... 74  
    Journalism, BA ............................................... 74  
    Journalism, Minor ........................................... 75  
    Legal Studies, BA/BS JD ................................. 76  
    Legal Studies, Minor ....................................... 76  
    Mathematics, BA ............................................. 77  
    Mathematics, BS ............................................. 79  
    Mathematics, Minor ....................................... 81  
    Media Studies, BA .......................................... 81  
    Media Studies, Minor ...................................... 82  
    Medical Technology, BS ............................... 83  
    Mental Health Concentration ........................... 85  
    Neuroscience Concentration ......................... 85
Nuclear Medicine Technology, BS ............................................... 85
Philosophy, BA ............................................................................. 87
Philosophy, Minor ......................................................................... 88
Policy Studies, BA .......................................................................... 88
Policy Studies, Minor ..................................................................... 90
Political Philosophy Concentration ............................................. 91
Political Science BA/MPA Accelerated Program ......................... 92
Political Science, BA ..................................................................... 92
Political Science, Minor ................................................................. 93
Pre-Health Professional Curricula ................................................. 93
Psychology, BA ............................................................................. 98
Psychology, Minor ......................................................................... 99
Radiation Therapy Technology, BS ............................................. 100
Radiography, BS ........................................................................... 102
Social Justice Studies, BA ............................................................. 104
Social Justice Studies, Minor ......................................................... 105
Sociology, BA ................................................................................. 105
Sociology, BA/MA Accelerated Program .................................... 106
Sociology, Minor ............................................................................ 107
Statistics, Minor ............................................................................. 107
Sustainability Studies, BA ............................................................. 107
Sustainability Studies, Minor ......................................................... 109
Women's and Gender Studies, BA ............................................... 109
Women's and Gender Studies, Minor .......................................... 110
Writing, Minor ................................................................................ 111
College of Education ..................................................................... 113
Bilingual/ESL Education, Minor .................................................. 114
Early Childhood Education, BA ................................................... 115
Educational Studies, BA ................................................................. 116
Educational Studies, Minor ............................................................ 117
Elementary Education .................................................................... 118
Secondary Teacher Education, Minor .......................................... 119
Special Education .......................................................................... 120
Evelyn T. Stone College of Professional Studies ......................... 123
Business, BPS ............................................................................... 123
Criminal Justice, BA ...................................................................... 124
Criminal Justice, BACJ Flex-Track Degree for Adults .................. 125
Criminal Justice, Minor .................................................................. 126
Data Analytics Minor ...................................................................... 127
Hospitality and Tourism Management, BSHTM ......................... 127
Hospitality and Tourism Management, Minor .............................. 129
Interdisciplinary Studies, BAIS Flex-Track Degree for Adults ....... 129
Meetings and Events Management, Minor ................................... 130
Organizational Communication, BAOC Flex-Track Degree for Adults ................................................................. 130
Organizational Leadership, BAOL Flex-Track Degree for Adults ........................................................................... 132
Organizational Leadership, Minor ................................................ 133
Paralegal Studies Minor .................................................................. 133
Paralegal Studies, BAPL ................................................................. 134
Paralegal Studies, BAPL Flex-Track Degree for Adults ................ 135
Psychology, BPS ............................................................................ 137
Sustainability Studies, BASS Flex-Track Degree for Adults ......... 139
Heller College of Business ............................................................. 141
Accounting, BSBA .......................................................................... 142
Accounting, Minor (for Business Majors) ..................................... 144
Accounting, Minor (for Non-Business Majors) ............................. 144
Finance, BSBA ............................................................................... 145
Finance, Minor (for Business majors) ........................................... 146
Finance, Minor (for Non-Business Majors) .................................... 147
General Business, Minor (for Non-Business Majors) ................. 147
Human Resource Management, BSBA ....................................... 147
Human Resource Management, Minor (for Business majors) ... 149
Human Resource Management, Minor (for Non-Business Majors) ............................................................................... 149
International Business, Minor ....................................................... 150
Management, BSBA ....................................................................... 150
Management, Minor (for Business majors) .................................. 152
Management, Minor (for Non-Business Majors) .......................... 152
Marketing, BSBA ........................................................................... 152
Marketing, Minor (for Business majors) ....................................... 154
Marketing, Minor (for Non-Business Majors) ............................... 154
Social Entrepreneurship, BSBA ..................................................... 154
University Policies ........................................................................ 157
Academic Integrity Policy ............................................................. 158
Academic Standing Policy ............................................................. 159
Academic definitions and terminology ........................................ 160
Academic integrity appeals ........................................................... 161
Advising and assessment ............................................................... 161
Course and credit information ....................................................... 162
Final grade grievances .................................................................. 164
General Education ......................................................................... 164
Graduation policies ....................................................................... 165
Other grievances .......................................................................... 166
<table>
<thead>
<tr>
<th>Academic standing</th>
<th>254</th>
<th>FRENCH (FREN)</th>
<th>331</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course and credit information</td>
<td>256</td>
<td>GERMAN (GERM)</td>
<td>332</td>
</tr>
<tr>
<td>Final grade grievances</td>
<td>258</td>
<td>HISTORY (HIST)</td>
<td>333</td>
</tr>
<tr>
<td>Graduation policies</td>
<td>259</td>
<td>HONORS PROGRAM (HON)</td>
<td>339</td>
</tr>
<tr>
<td>Other grievances</td>
<td>259</td>
<td>HOSPITALITY MANAGEMENT (HOSM)</td>
<td>340</td>
</tr>
<tr>
<td>Undergraduate Courses</td>
<td>260</td>
<td>HUMAN RESOURCE MANAGEMENT (HRM)</td>
<td>345</td>
</tr>
<tr>
<td>ACADEMIC COMMUNITY OF PRACTICE (ACP)</td>
<td>261</td>
<td>INFORMATION SYSTEMS (INFS)</td>
<td>346</td>
</tr>
<tr>
<td>ACCOUNTING (ACCT)</td>
<td>262</td>
<td>INTEGRATED MARKETING COMM (MC)</td>
<td>347</td>
</tr>
<tr>
<td>ACTUARIAL SCIENCE (ACSC)</td>
<td>263</td>
<td>INTERNATIONAL FIRST YEAR (IFY)</td>
<td>350</td>
</tr>
<tr>
<td>AFRICAN&amp;AFRO-AMERICAN STUDIES (AFS)</td>
<td>264</td>
<td>INTERNATIONAL PRE-MASTERS (IPM)</td>
<td>352</td>
</tr>
<tr>
<td>ALLIED HEALTH (ALH)</td>
<td>266</td>
<td>ITALIAN (ITAL)</td>
<td>354</td>
</tr>
<tr>
<td>AMERICAN LANGUAGE &amp; CULTURE (ALC)</td>
<td>273</td>
<td>JOURNALISM (JOUR)</td>
<td>355</td>
</tr>
<tr>
<td>ANTHROPOLOGY (ANTH)</td>
<td>274</td>
<td>LEARNING COUNTS PRIOR LEARNING (CAEL)</td>
<td>359</td>
</tr>
<tr>
<td>ARABIC (ARAB)</td>
<td>275</td>
<td>LIBERAL STUDIES (LIBS)</td>
<td>360</td>
</tr>
<tr>
<td>ART (ART)</td>
<td>276</td>
<td>MANAGEMENT (MGMT)</td>
<td>361</td>
</tr>
<tr>
<td>ART INSTITUTE OF CHICAGO (ARTS)</td>
<td>279</td>
<td>MARKETING (MKTG)</td>
<td>363</td>
</tr>
<tr>
<td>ASTRONOMY (ASTR)</td>
<td>280</td>
<td>MATHEMATICS (MATH)</td>
<td>364</td>
</tr>
<tr>
<td>BIOCHEMISTRY (BCHM)</td>
<td>281</td>
<td>MEDIA STUDIES (MED)</td>
<td>368</td>
</tr>
<tr>
<td>BIOLOGY (BIOL)</td>
<td>282</td>
<td>MUSIC : GUITAR (GUIT)</td>
<td>370</td>
</tr>
<tr>
<td>BUSINESS ADMINISTRATION (BADM)</td>
<td>288</td>
<td>MUSIC COMPOSITION (MCMP)</td>
<td>372</td>
</tr>
<tr>
<td>BUSINESS COMMUNICATIONS (BCOM)</td>
<td>289</td>
<td>MUSIC EDUCATION (ME)</td>
<td>373</td>
</tr>
<tr>
<td>BUSINESS LAW (BLAW)</td>
<td>290</td>
<td>MUSIC ENSEMBLE (ENS)</td>
<td>375</td>
</tr>
<tr>
<td>CHEMISTRY (CHEM)</td>
<td>291</td>
<td>MUSIC FOR NON MAJORS (MNOM)</td>
<td>377</td>
</tr>
<tr>
<td>CHINESE (CHIN)</td>
<td>293</td>
<td>MUSIC HISTORY &amp; LITERATURE (MUHL)</td>
<td>378</td>
</tr>
<tr>
<td>COMMERCE AND ENTERPRISE (CMRC)</td>
<td>294</td>
<td>MUSIC JAZZ STUDIES (JAZZ)</td>
<td>380</td>
</tr>
<tr>
<td>COMMUNICATION (COMM)</td>
<td>295</td>
<td>MUSIC PEDAGOGY (MPE)</td>
<td>382</td>
</tr>
<tr>
<td>COMPUTER SCI &amp; INFO TECHNOLOGY (CST)</td>
<td>296</td>
<td>MUSIC PERFORMANCE (PERF)</td>
<td>383</td>
</tr>
<tr>
<td>CREATIVE WRITING (CRWR)</td>
<td>300</td>
<td>MUSIC THEORY &amp; ANALYSIS (MTA)</td>
<td>386</td>
</tr>
<tr>
<td>CRIMINAL JUSTICE LEADERSHIP (CJL)</td>
<td>301</td>
<td>MUSIC: BASSOON (BSSN)</td>
<td>387</td>
</tr>
<tr>
<td>DANCE (DANC)</td>
<td>303</td>
<td>MUSIC: CLARINET (CLAR)</td>
<td>388</td>
</tr>
<tr>
<td>ECONOMICS (ECON)</td>
<td>305</td>
<td>MUSIC: ELECTRIC BASS (ESTB)</td>
<td>389</td>
</tr>
<tr>
<td>EDUC: EARLY CHILDHOOD (ECHD)</td>
<td>309</td>
<td>MUSIC: ELECTRIC GUITAR (EGUI)</td>
<td>390</td>
</tr>
<tr>
<td>EDUC: ELEMENTARY EDUCATION (ELED)</td>
<td>311</td>
<td>MUSIC: EUPHONIUM (EUPH)</td>
<td>391</td>
</tr>
<tr>
<td>EDUC: LANGUAGE &amp; LITERACY (READ)</td>
<td>313</td>
<td>MUSIC: FLUTE (FLT)</td>
<td>392</td>
</tr>
<tr>
<td>EDUC: SECONDARY EDUCATION (SEED)</td>
<td>315</td>
<td>MUSIC: FRENCH HORN (FRHN)</td>
<td>393</td>
</tr>
<tr>
<td>EDUC: SPECIAL EDUCATION (SPED)</td>
<td>316</td>
<td>MUSIC: HARP (HARP)</td>
<td>394</td>
</tr>
<tr>
<td>EDUCATION (EDUC)</td>
<td>318</td>
<td>MUSIC: JAZZ DRUM SET (JDR)</td>
<td>395</td>
</tr>
<tr>
<td>ENGLISH (ENG)</td>
<td>320</td>
<td>MUSIC: OBOE (OBOE)</td>
<td>396</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE PROGRAM (ELP)</td>
<td>326</td>
<td>MUSIC: ORGAN (ORG)</td>
<td>397</td>
</tr>
<tr>
<td>ENVIRONMENTAL SCIENCE (ENVS)</td>
<td>328</td>
<td>MUSIC: PERCUSSION (PER)</td>
<td>398</td>
</tr>
<tr>
<td>FILM STUDIES (FILM)</td>
<td>329</td>
<td>MUSIC: PIANO (PIA)</td>
<td>399</td>
</tr>
<tr>
<td>FINANCE (FIN)</td>
<td>330</td>
<td>MUSIC: SAXOPHONE (SAX)</td>
<td>401</td>
</tr>
</tbody>
</table>
Roosevelt University is a private, nonsectarian community of educators, scholars, and learners committed to academic, creative, and service excellence. We value differences in personal experiences and perspectives, ask the difficult questions, and promote mutual understanding, inclusion, social consciousness, and action toward social justice.

We believe that difference broadens perspectives and seek and serve a diverse, promising student body from metropolitan Chicago and around the world.

The Roosevelt University experience is characterized by strong student-faculty interaction and engagement with metropolitan Chicago as both a laboratory for learning and as an expression of the university’s commitment to social justice. Faculty members are dedicated to excellence in teaching, research, and creative activity, and staff members are equally focused on helping students grow and achieve their educational and life goals.

The university is an active partner in the social, economic and cultural development of the communities it serves, offering a broad array of academic programs, from the baccalaureate through doctoral levels, in an interactive environment in which students can explore, discover, and develop their unique abilities and interests.

**Mission statement**

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 has been a success from the start. Unencumbered by tradition, Roosevelt has been 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.

Students meet the same high standards of academic excellence as those that characterize any first-rate university, and the university keeps its doors open to 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 5,000 students, about 40 percent of whom are pursuing graduate studies. A large percentage of Roosevelt students also work either full time or part time.

**Nondiscrimination statement**

Roosevelt University has been committed in its programs and activities from its inception to a policy on nondiscrimination. 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.
Welcome to the Undergraduate Catalog of Roosevelt University. This catalog provides official information on undergraduate academic programs and policies in effect at the university for the academic year 2016-2017. The catalog is the university’s “contract” with its students about its academic offerings.

What this catalog means for you
Students enrolling in the university for the first time this year will follow the requirements in this catalog until they graduate or leave the university. A student who leaves Roosevelt for a period of time may not be able to complete the original program, if it has been revised during the student’s absence from Roosevelt.

How to use this catalog
• Under the Programs A-Z tab above are the current requirements for all majors, minors and concentrations offered to undergraduate students.
• Under the Courses A-Z tab, above, is current course information, including the number of credit hours and prerequisites.
• Under the Academic Policies tab, above, is information on university-wide policies and links to important procedures such as registering for classes and applying to graduate.

In addition ...
• The five colleges at Roosevelt offering undergraduate programs also have policies of their own, meaning that it’s important to consult those entries in the catalog as well.
• The catalog lists all courses; not all are offered each term. Check the Coursefinder (https://www.roosevelt.edu/Registrar/Schedule.aspx) to determine offerings for a specific term.

Students are responsible for:
• Reviewing, understanding and following university-wide rules, regulations, and requirements in the catalog.
• Reviewing, understanding, and following the degree requirements for programs in which they are enrolled.
• Consulting with professional and/or faculty advisors with questions about requirements or policies.
• Enrolling in courses that fulfill their degree requirements.

The requirements presented in the catalog for majors and minors also will be reflected in the Degree Works (https://www.roosevelt.edu/Registrar/DegreeWorks.aspx) system, which students, faculty, and advisors use to track students’ progress in their majors.

Roosevelt University reserves the right to make changes in course, scholastic and admission requirements, tuition and fees, payment plans, examinations, room and board rates, and in other areas. This catalog is revised annually and published online for each academic year.
Roosevelt University is committed to educating students of diverse backgrounds, ages, and school and work experiences. Each student who applies is evaluated on individual merit.

Undergraduate 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 Professional Studies). Test scores and grade point averages are a part of this evaluation; some programs have additional requirements such as auditions or interviews. Other programs require that prerequisite course work be taken before beginning a major.

Permanent residents complete the same application for admission as U.S. citizens. All non-immigrant or international students must submit 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.

The university recognizes certain advanced-standing credits such as IB, 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 (http://www.itransfer.org/IAI/container.aspx?file=iai), a statewide agreement that allows articulation of the Illinois transferable general education core curriculum between participating institutions.

Applications for admission are accepted throughout the year, but some programs specify certain terms for students to begin their programs:

- Applicants to the Chicago College of Performing Arts should refer to the admission section of CCPA (http://www.roosevelt.edu/Admission/CCPA.aspx).
- International applicants should refer to the International Admissions web page (https://www.roosevelt.edu/Admission/International.aspx).
- Contact Admission (admission@roosevelt.edu) for information on other specific programs.

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 assistant vice president for (sevans12@roosevelt.edu) inclusion and equity (sevans12@roosevelt.edu).

Degree-seeking students
Freshman applicants
Students who have graduated from high school or completed a GED and who have completed fewer than 15 credit 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 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 15 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 credit hours of transferable college-level course work at a regionally accredited institution are considered transfer applicants. In addition to the application, 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.

Dual-Degree Program
Roosevelt has Dual-Degree Programs with numerous community and two-year colleges in the Chicago area and throughout Illinois. Details are available on the Admission web pages (https://www.roosevelt.edu/Admission/Undergraduate/Transfer/DualDegree.aspx).

International students

Non-degree-seeking students
Students not pursuing a degree are called students at large. Details on the student-at-large process are available on the Registrar’s web site (https://www.roosevelt.edu/Registrar/Registration/StudentsAtLarge.aspx).

Readmission and reinstatement
Former degree-seeking Roosevelt students who have not been enrolled 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 an application for readmission (https://www.roosevelt.edu/Admission/Apply/Readmission.aspx) and official transcripts from all institutions attended to the Office of Admission.

Transfer credit
Transfer credit is accepted from regionally accredited colleges and universities. Detailed information is available in the Transfer Credit Policy (https://www.roosevelt.edu/~media/Files/pdfs/Policies/Academic/TransferCredit.ashx?la=en), found on the university’s web site.
Types of credit

Specific types of credit also are accepted:

- Details on College-Level Examination Program credit are available on the Registrar web pages (https://www.roosevelt.edu/Registrar/Other/CLEP-Scores.aspx).
- Details on Advanced Placement and International Baccalaureate credit are available on the Admission web pages (https://www.roosevelt.edu/Admission/Undergraduate/Transfer.aspx).
- Details on the Musicianship Proficiency tests are available on the Chicago College of Performing Arts web pages (https://www.roosevelt.edu/CCPA/CCPAKickOff/MusicKickOff.aspx).
- Details on credit for experiential learning are available on College of Professional Studies web pages (https://www.roosevelt.edu/ETS/ExperientialLearning.aspx).

Verification of high school completion

The Office of Admission will confirm that all students’ transcripts arrive from a high school with a College Entrance Exam Board code, as well as the high school seal and/or signature. If a transcript is from a high school that lacks a CEEB code or seal/signature, the Office of Admission will investigate to confirm the school is recognized by the Illinois State Board of Education or home school association. The Office of Admission may request a copy of the student’s diploma at any point in the admission process to verification process. If a diploma is determined to be invalid, a GED may be required for admission.

Ethical practices

The Office of Admission at Roosevelt University follows the National Association of College Admission Counseling Statement of Principles of Good Practice and agrees that our employees will:

“Not offer or accept any reward or remuneration from a college, university, agency, or organization for placement or recruitment of students. Members will be compensated in the form of a fixed salary, rather than commissions or bonuses based on the number of students recruited.”

“Accurately represent and promote their schools, institutions or services by providing precise information about their academic majors and degree programs. Such information shall include a factual and accurate description of majors, minors, concentrations and/or interdisciplinary offerings that apply toward the completion of the undergraduate degree.”

Any questions about these policies and procedures should be addressed to Office of Admission (applyru@roosevelt.edu), Roosevelt University.
FINANCIAL AID

Roosevelt University is committed to providing financial assistance to eligible undergraduate students to help pay the costs associated with attending college. Although funding higher education is primarily the responsibility of the student and his/her family, more than 85 percent of Roosevelt students receive financial aid to assist them in covering their costs.

All applicants must apply for financial aid using the Free Application for Federal Student Aid (https://www.roosevelt.edu/FinancialAid/Apply/FAFSA.aspx), which is part of a collection of information on the Financial Aid web pages (https://www.roosevelt.edu/FinancialAid.aspx).

Students wishing to be considered for federal, state, and institutional financial aid programs noted below must complete the RU financial aid application process (https://www.roosevelt.edu/FinancialAid/Apply.aspx) and meet the minimum requirements for financial aid eligibility. To be eligible for almost all financial aid programs (including loans) students must be enrolled at least half-time, 6 credit hours per semester.

Grant programs

More detail about the options for financial aid, including some typical amounts awarded, can be found on the Financial Aid web pages. (https://www.roosevelt.edu/FinancialAid/FATypes.aspx)

Federal Pell Grant
This is a federal assistance program for regular degree-seeking undergraduate students pursuing their first bachelor’s degree.

Federal Supplemental Educational Opportunity Grant Program
The Supplemental Grant 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.

Illinois Financial Aid Programs

The State of Illinois has many programs and services that deliver financial aid to students in Illinois. The number of scholarships and grants made through programs administered by the Illinois Student Assistance Commission (https://www.isac.org), as well as individual amounts awarded, are subject to sufficient annual appropriations by the Illinois General Assembly and the governor.

Illinois Monetary Award Program
This is a need-based grant program offered to undergraduate Illinois residents pursuing their first bachelor’s degree.

Scholarships


Federal Work-Study Program
This is a federally supported program for students who have documented financial need. The Work-Study Program’s objective is to provide employment opportunities for eligible students to help meet educational costs.

Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant
The TEACH Grant Program provides grants of up to $4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching. Details are available on the Financial Aid web pages. (https://www.roosevelt.edu/FinancialAid/Teach.aspx)

Roosevelt University academic and need-based awards

Newly admitted full-time students are automatically evaluated for academic awards through the Office of Admission.

Veteran Educational Benefits
Roosevelt University participates in these Veterans Educational Benefit programs: the G.I. Bill and the Vocational Rehabilitation Program.

Student loans

Student loans are an option for many students and families.

Many loans will allow students to defer payment, both interest and principle, while enrolled at least half-time. Unlike grants and scholarships, student loans must be repaid. More detail on loan programs is available on the Financial Aid web site (https://www.roosevelt.edu/FinancialAid/FATypes.aspx).

Satisfactory Academic Progress Policy
To maintain eligibility for financial aid (federal, state, and institutional scholarships, grants, loans, and work), students must meet the requirements of Satisfactory Academic Progress, as defined by the federal government. This measures student progress toward earning a degree.

To remain in good standing with the Satisfactory Academic Progress Policy, students must:

- Complete 67 percent of all registered hours at Roosevelt.
- Maintain a cumulative grade point average of 2.0 or higher.

Additional information about Satisfactory Academic Progress, financial aid probation and termination, and financial aid reinstatement are available on the Satisfactory Academic Progress web page (https://www.roosevelt.edu/FinancialAid/Policies/SAP.aspx).
ACADEMIC COMMUNITIES OF PRACTICE

Academic Communities of Practice is the academic home for three courses, some or all of which are taken by most undergraduate students at Roosevelt:

Most freshmen take the 3-credit ACP 101 FIRST YEAR SEMINAR course, required for new students entering with fewer than 12 hours of transfer credit (excluding AP credit). Classes vary in content (discipline-specific seminars will have a name reflecting their content), but all include some common readings, informal writing, and assignments and experiences designed to aid students’ transition to Roosevelt and to college life in general. The courses are taught by full-time faculty coming from a broad range of academic backgrounds. All courses are also staffed with a student peer instructor, who assists the faculty member; in many classes, a full-time administrator from student services or student affairs also works with the class.

ACP 110 PRIMARY TEXTS, usually taken in the second term by freshmen, is a 3-credit course that immerses students in central themes of philosophy, literature, and political theory, as they have been presented in key works of Western and non-Western thought. Themes for classes offered recently include “What it means to be human,” “What does it mean to be educated?,” “Defining ‘the people,’” and “Personal empowerment.” Transfer students whose programs require ACP 110 are exempt from the class if they bring in 30 hours or more of transfer credit.

In ACP 250 GROUNDS FOR CHANGE, students at the sophomore or junior level engage in problem-based learning in small groups. Grounds for Change courses have content-specific titles (such as Transit in Transition, Journalism and Social Change, or Creating Inclusive Capitalism in Chicago) and are taught by experts on the content. The courses address specific instances of injustice, access and power, and some course sections involve Transformational Service Learning. Transfer students who bring in 90 credit hours or more in transfer are exempt from Grounds for Change.

Students should consult with their advisors to learn which ACP courses are required for their programs. More detail on ACP courses is available on the General Education page (p. 164) under the Academic Policies tab.
Roosevelt University

HONORS PROGRAM

The Roosevelt Honors Program (http://www.roosevelt.edu/Provost/Honors.aspx) attracts talented undergraduates across many disciplines in the College of Arts and Sciences, College of Education, Heller College of Business, Evelyn T. Stone College of Professional Studies and the Chicago College of Performing Arts. The program brings together students who wish to prepare for a career while exploring the world of ideas. In small Honors seminars and in individual research settings, students develop a strong community with their peers, develop robust academic skills, and prepare for ongoing learning.

The Honors Program offers an enriched academic curriculum of interdisciplinary courses, personalized academic advising, and support for accessing other opportunities at Roosevelt. Research opportunities at leading business, cultural, medical and government organizations and applications to competitive national fellowships are facilitated for members of the program. Admission to the program is competitive, based on academic record, writing ability, and personal commitment to pursuing learning. Interested students should submit the Roosevelt Honors application (https://rooseveltuniversity.co1.qualtrics.com/jfe6/form/SV_eex9BctnUnapGCx). New students or current Roosevelt undergraduates may be admitted to the program.

Beginning the program

The Honors Program is tailored to enrich and enhance each student’s time at Roosevelt University. Students chart their own paths through the program by selecting courses, internships, travel abroad, or research opportunities. Each student’s work in Honors culminates in a senior thesis project. Students are encouraged to take advantage of many opportunities within the program that support their goals, but no student is required to complete the program if it does not fit within their larger academic and professional goals.

Completing the program

Formally completing the program means receiving the Honors designation on the transcript. To do this, students must complete from 18 to 30 credits, three of which are independent study work on an original thesis project. The total number of required Honors credits depends on the academic credits students have earned before beginning the program.

Program features

Advising: Honors students’ home base will be the Honors Program, where they will have enhanced advising to support their progress, in addition to the Office of Undergraduate Academic Advising and advising within their academic department.

Coursework: Honors courses tend to be smaller in size and offer seminar-style engagement in which students from a variety of disciplines tackle contemporary issues. Honors versions of core Roosevelt requirements in creative writing and critical thinking are available. In addition, the program offers a selection of specialty courses in humanities and social sciences that will vary by semester. Students should consult each semester’s class schedule for the most current listings.

Experiential Learning: Students who pursue research projects and present or publish their work beyond the university are eligible to have some of their elective Honors seminar requirements waived. Studying abroad can also qualify as a waiver for Honors courses. Members of the Honors Program are eligible to be hired and paid as research assistants on faculty projects through the Undergraduate Research Opportunity Program.

Senior Thesis: Each student will develop an independent, significant original capstone project in their final term. The details of the project’s topic, scope, method, and format are determined by the student, and the final work is evaluated by a faculty mentor. Past Honors thesis projects have ranged from traditional academic work to gallery shows of original artwork and collections of short stories.

Options: The Department of Psychology in the College of Arts and Sciences and the Bachelor of Arts in Music in the College of Performing Arts offer Honors tracks for their majors; program requirements are different for these tracks.
CHICAGO COLLEGE OF PERFORMING ARTS

The Chicago College of Performing Arts provides students with professional artistic training through its three divisions: the Music Conservatory, the Theatre Conservatory, and the Center for Arts Leadership.

In the burgeoning world of downtown Chicago in 1867, the Chicago Musical College, the fourth conservatory to be founded in America, was created by Florenz Ziegfeld, Sr. In 1954 the Chicago Musical College merged with the then nine-year-old Roosevelt College. The theatre and music programs were joined in 1997. In 2000, we chose the name Chicago College of Performing Arts to reflect the shared strength of our creative disciplines and to capture the greatness of the world-class city that is our home.

Today, Chicago College of Performing Arts aspires to be a preeminent institution, training and inspiring emerging leaders in the fields of music, theatre, education, composition, and arts administration. Our mission is to graduate students seeking careers in these creative disciplines who are confident, passionate, knowledgeable, and capable of functioning in the professional arena, and who are dedicated to the practice of art in service of the cause of human dignity and to effect positive change in their communities.

SCHOLARSHIPS

Chicago College of Performing Arts considers all students for merit scholarship awards at the time of audition, on the basis of merit, ability, financial need, and departmental needs without regard to race, religion, place of residence, national origin, or age. Scholarship awards are included in the offer of admission. Under special circumstances, matriculated students may also qualify for scholarship awards.

In general, CCPA merit scholarships are renewable until graduation, contingent upon the student’s fulfillment each year of the academic and departmental requirements contained in the scholarship acceptance agreement. The college reviews student progress at the end of each academic semester and reserves the right to reduce or revoke at any time the award of a student who does not fulfill these requirements.

Complete information about scholarships is available in the CCPA Office of Enrollment and Student Services (ccpascholarships@roosevelt.edu) as well as on the CCPA website (https://www.roosevelt.edu/Admission/CCPA/Scholarships.aspx).

STUDENT HANDBOOKS

The Music and Theatre Conservatories each publishes a student handbook each year, which contains important information about organization, operations, procedures, programs, and policies. The handbooks are intended as a comprehensive and convenient guide to student life and as a practical guide for planning. They may be found in the Resources page (https://www.roosevelt.edu/colleges/ccpa/current-students) of the CCPA website. Students are expected to familiarize themselves with the information in the handbooks, as they are expected to understand and adhere to the policies published therein.

STUDENT CONDUCT

The curricula at CCPA are designed to develop and reinforce the habits and protocols that are standard in the professions for which students are being prepared. Continuation in good standing in the degree programs therefore relies on the student’s adherence to these standards.

Students are expected to behave appropriately and professionally in all classes, rehearsals, performances, or university functions (including off-campus functions where students are representing the university through their presence and performance). Failure to do so will be grounds for disciplinary action, including but not limited to warnings, probation, loss of scholarship, or dismissal from the program.

Students found in violation of the university’s policies regarding drug and alcohol use (see the University Student Handbook) are subject to the following penalties.

- After the first violation, the student will be placed on probation.
- After the second violation, the student will be placed on terminal probation and will lose all merit-based financial aid awarded by CCPA.
- After the third violation, the student will be dismissed from the program.

The Music Conservatory

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

The Music Conservatory is organized into program areas coordinated by the director. Curricula with a major in piano, string, wind, or percussion instruments; voice; classical guitar; composition; music education; and jazz studies lead to the degree of Bachelor of Music. The conservatory also offers a five-year program culminating in the Bachelor of Music degree with a double major in performance and music education. An individualized program of studies in music combined with course work in a second discipline leads to the Bachelor of Musical Arts degree.

For information on the master’s and diploma programs, consult the university’s graduate catalog (p. 170).

The Music Conservatory presents more than 150 free concerts and recitals each year, and all are open to the public. A calendar of events is available upon request. To receive monthly updates about Music Conservatory events, please sign up through the CCPA webpage (https://www.roosevelt.edu/ccpa/signup).

Admission

Admission to Roosevelt University does not include admission to the Music Conservatory. To be admitted to the Music Conservatory, students must present a successful audition or other evidence of aptitude in the chosen major in addition to meeting the university’s entrance requirements. For those students who wish to pursue a major in music
education, an interview with music education program faculty and consideration of academic performance are also required. Prospective students should contact the CCPA Office of Enrollment and Student Services (ccpaaadmissions@roosevelt.edu) and consult the CCPA website (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) to obtain specific audition requirements for each major program.

For optimum success in a collegiate music program, the matriculating student should have studied an instrument or voice and music theory for several years and have participated in high school music organizations. Students entering the core musicianship sequence must have written and aural command of the rudiments of music, including scales, intervals, triads, rhythm, and meter. Some knowledge of the keyboard is helpful.

Prior to initial registration, all entering students (freshman and transfer) must take placement examinations to determine their already acquired skills in the areas of musicianship and keyboard proficiency. Students will then be placed in the core musicianship sequence at an appropriate level. An outline of materials covered on the placement tests is available from the university’s placement web page (https://www.roosevelt.edu/current-students/academics/placement-tests).

Transfer credit in applied music, musicianship, and music education subjects is subject to validation by proficiency examination, audition, or successful completion of a more advanced course. Students exempted from any required courses by placement examination may replace those hours with free electives.

Degree requirements

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

- Residency and enrollment of at least two academic years (no less than 48 semester hours).
- Completion of at least 120 semester hours of credit, following the curriculum for the major field, with a grade point average of at least 2.0 (2.7 in music education) and with core and major course grades that satisfy program requirements.
- Completion of the University Writing Requirement.
- Performance majors:
  - Classical – junior and senior recitals, according to the requirements of the specific program.
  - Jazz and Contemporary Music – senior recital, in fulfillment of program requirements.
- Composition majors: senior recital of original works, in fulfillment of program requirements.
- Music education majors: senior recital, including both solo performance and conducting components, and satisfactory completion of student teaching.
- Bachelor of Musical Arts degree: individually designed senior project.

Academic policies

Academic policies, practices, and requirements are published each year in the Music Conservatory Student Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~/media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Fla=en&sa=U&ved=0ahUKEwj5geTovoDOAhX064MKHVAqBg4QFggEMAA&client=internal-CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx). The following areas are of particular importance.

Attendance

Regular and punctual attendance at classes, 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 habitude a professional’s sense of responsibility in regard 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 the expectation in the Music Conservatory, even if attendance 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.

Perfect attendance in applied music subjects (private lessons) is expected. If a student must cancel a lesson for unavoidable reasons, the instructor should be notified 24 hours in advance when possible. Failure to notify the applied instructor by 9 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 and instructor are 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. Students who miss three or more lessons with notification will not be permitted to present the jury examination at the end of the semester or to receive a final grade. Students who do not appear for the required jury examination at the end of the semester will receive a failing grade in the course.

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. Please see Ensembles, below, for additional information. Students are expected to attend all rehearsals and performances.

Ensembles

Enrollment in ensembles is contingent upon placement and assignment. All students in the Music Conservatory are required to participate in all ensembles to which they are assigned by the associate dean/director and the program heads. Students who are assigned or receive permission to enroll as zero-credit participants in any ensemble will receive a grade; they must complete the same requirements as students enrolled for credit. Assignments are made at the beginning of each semester following placement and seating auditions.

A yearly calendar of ensemble schedules, including all rehearsals and performances, is published and distributed to students and faculty prior to the start of the fall semester. This calendar (called “The Book”) exists in two editions, one for instrumentalists and one for singers. It allows students to plan ahead and to fulfill their required attendance obligations. Excused absences from ensemble services may occasionally be granted (e.g., for competitions, auditions, professional performance opportunities, or illness) with appropriate advance notice and documentation. All requests for excused absences are administered by the Performance Activities Office of the Music Conservatory according to the policies published in the Books.
Students from other departments of Roosevelt University may audition for Music Conservatory performing ensembles.

Grades
The minimum passing grade in a student’s applied music concentration in the first three semesters of study (211-213, 272-273, 201-203) is C-. Students who receive less than a C- in either component of applied study (lessons or jury) must repeat the entire course.

From the fourth through the final semester of required applied study (starting with 214, 274, or 204), the minimum passing grade is B-. Students who receive less than a B- in any component of applied study (lessons, jury, or recital) must repeat the entire course.

Please refer to the program of study pages for other specific minimum grade requirements.

Performance classes and performance attendance
Departmental performance classes, master classes, and special recitals offer students the opportunity to gain experience and poise in public appearances. Attendance at departmental performance classes is required of all students in the Music Conservatory every semester and is a requirement for graduation.

The faculty of the Music Conservatory strongly advocate for student attendance at a wide variety of performances. Music does not exist without the listener, and we, as musicians, can help to build the audiences of the future by being contributing members of the listening public. Accordingly, the Music Conservatory’s performance attendance requirement is dispersed across all programs; each one mandates appropriate attendance at in-house and professional performances through its various course syllabi.

The lower and upper divisions
The program of undergraduate study in 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 as well as an orientation to the major field. All degree programs include a common core of two-year sequences in musicianship (written, aural, and keyboard skills) and music history, and one semester of conducting.

At the conclusion of the fourth semester (or the equivalent for transfer students), each student will be reviewed to confirm that the foundation courses have been completed in a satisfactory manner. Satisfactory progress is defined as grades of B- or higher in applied music 214, 274, or 204 (and associated jury exams), courses in the major, and ensembles; completion of all undergraduate core courses attempted; and a cumulative grade point average of at least 2.0 (2.7 for music education majors). Students should consult the Music Conservatory Student Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~/media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx?3Den&sa=U&ved=0ahUKEwj5geTovoDOAhXD64MKHvAqb4OFggEMAA&client=internal-Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Fla &source=bl&cd=1&cad=rja) for additional information on the fourth-semester review.

Upper division
The last two years of study (junior and senior) are concentrated in the student’s field of specialization. If approved for entrance into the upper division, students will present their first formal public solo performances and complete advanced coursework according to program requirements.

Classical Guitar, BM
It is the goal of the Classical Guitar Program to provide the training and background necessary to function in the multi-faceted career of professional classical guitarist. In addition to developing comprehensive musicianship skills, analytic abilities and stylistic knowledge, the undergraduate program’s objectives are to:

- Acquaint the student with the literature for guitar through study, analysis, and performance of a cross-section of standard repertory, encompassing all stylistic periods.
- Develop technical facility in a systematic fashion.
- Develop progressively the student’s collaborative and practical skills.
- Introduce principles and methods for guitar teaching.
- Develop chamber music skills.

Music studies are supported with basic general education coursework, including the study of foreign language.

The technical regimen that all BM students are required to master, as well as the repertory requirements that extend from the initial semester through the senior year, appear in the Music Conservatory Student Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~/media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx&3Den&sa=U&ved=0ahUKEwi6842JxtDNAhWD0CYKhuxCr4OFggEMAA&client=internal-Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Fla &source=bl&cd=1&cad=rja). These are designed to build facility, strength and endurance, while acquainting students with the major genres, composers and styles.

Admission requirements
Please consult the CCPA Admission and Audition Information webpage for the Classical Guitar audition requirements (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx).

Grade requirements
C- is the minimum passing grade in GUIT 211 GUITAR (MAJOR), GUIT 212 GUITAR (MAJOR) and GUIT 213 GUITAR (MAJOR). At the completion of the second year of applied study, a student must receive a minimum grade in GUIT 214 GUITAR (MAJOR) to be admitted to the upper division. The grade of B- is the minimum passing grade in GUIT 212 GUITAR (MAJOR) and GUIT 213 GUITAR (MAJOR). At the completion of the second year of applied study, a student must receive a minimum grade in GUIT 214 GUITAR (MAJOR) to be admitted to the upper division. The grade of B- is the minimum passing grade in upper division applied study, GUIT 311 GUITAR (MAJOR) through GUIT 314 GUITAR (MAJOR).

Requirements

<table>
<thead>
<tr>
<th>MAJOR COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIT 211 GUITAR (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 212 GUITAR (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 213 GUITAR (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 311 GUITAR (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 312 GUITAR (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 313 GUITAR (MAJOR)</td>
<td>4</td>
</tr>
</tbody>
</table>
The program's objectives are to:

- Help each student realize her or his unique voice as a performer and as an arranger/composer.
- Develop students' historical and practical understanding of the musical language of jazz idioms and the evolution of jazz styles.
- Develop musicianship skills and performing ability so that students are able to conceive and execute musical ideas in a variety of performing situations.

The jazz combo sequence is designed so that each group is devoted to a particular style emphasis. Assignments rotate each semester so that over the course of the degree, students will acquire a foundation in the most crucial styles of jazz and learn important repertory and composers associated with each, through the experience of creating stylistically-faithful improvisations.

Technical and repertory requirements for each semester of applied study are published in the Music Conservatory Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516 ashes%3Fhl=en%26sa=U%26ved=0ahUKEwjM6ovE9PXNAhXJpR4KHWPvDraQFggEMAA&client=internal-udss-cse&usg=AFQjCNHHZet7AWGATbig4edSyOd8ZL_sg). These intensify as the student progresses through the program, culminating in the senior recital, which displays the student's creativity, musical and technical abilities, understanding of the historical context and significance of the music being presented, as well as preparation, rehearsal, and leadership skills.

Admission requirements
Please consult the CCPA Admission and Audition Information webpage for the Jazz and Contemporary Music audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) requirements.

Grade requirements
Bass, guitar, drumset, saxophone, trumpet or trombone may be used as the major applied subject. C- is the minimum passing grade in Applied Music 271, 272, and 273. 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 applied area.

A grade lower than C- in any JAZZ course will be considered a failing grade.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>MPE 330</td>
<td>SENIOR SEMINAR IN MUSIC PEDAGOGY</td>
<td>1</td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
<tr>
<td>MTA 304</td>
<td>COUNTERPOINT</td>
<td>3</td>
</tr>
<tr>
<td>MTA 305</td>
<td>FORM AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>PERF 240</td>
<td>ELEMENTS OF CONDUCTING</td>
<td>2</td>
</tr>
<tr>
<td>PERF 334</td>
<td>COMPREHENSIVE GUITAR TECHNIQUE</td>
<td>4</td>
</tr>
<tr>
<td>PERF 336</td>
<td>HISTORY AND PERFORMANCE OF GUITAR LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>PERF 338</td>
<td>CAREER SEMINAR FOR CLASSICAL GUITAR MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 121B</td>
<td>and MUSICIANSHIP I: AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 121C</td>
<td>and MUSICIANSHIP I:PIANO SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 122B</td>
<td>and MUSICIANSHIP II:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 122C</td>
<td>and MUSICIANSHIP II:PIANO SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 221B</td>
<td>and MUSICIANSHIP III:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 221C</td>
<td>and MUSICIANSHIP III:PIANO SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 222A</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 222B</td>
<td>and MUSICIANSHIP IV:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 222C</td>
<td>and MUSICIANSHIP IV:PIANO SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>GUIT 300</td>
<td>GUITAR PERFORMANCE CLASS</td>
<td>0</td>
</tr>
<tr>
<td>ENS 209</td>
<td>CLASSICAL GUITAR ENSEMBLE</td>
<td>8</td>
</tr>
<tr>
<td>JAZZ 305</td>
<td>COMPOSITION &amp; ARRANGING I</td>
<td>3</td>
</tr>
<tr>
<td>JAZZ 306</td>
<td>COMPOSITION &amp; ARRANGING II</td>
<td>3</td>
</tr>
</tbody>
</table>

Jazz Instrumentalist, BM

It is the goal of the Jazz and Contemporary Music program to produce graduates who are improvisers and creators of the highest caliber, and who are ready to compete professionally or continue their studies at an advanced level.

The program’s objectives are to:

- Foster habits and ideals of social justice consistent with Roosevelt University’s mission and the “democratic” aspects of jazz itself.

Technical and repertory requirements for each semester of applied study are published in the Music Conservatory Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516 ashes%3Fhl=en%26sa=U%26ved=0ahUKEwjM6ovE9PXNAhXJpR4KHWPvDraQFggEMAA&client=internal-udss-cse&usg=AFQjCNHHZet7AWGATbig4edSyOd8ZL_sg). These intensify as the student progresses through the program, culminating in the senior recital, which displays the student’s creativity, musical and technical abilities, understanding of the historical context and significance of the music being presented, as well as preparation, rehearsal, and leadership skills.

Admission requirements
Please consult the CCPA Admission and Audition Information webpage for the Jazz and Contemporary Music audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) requirements.

Grade requirements
Bass, guitar, drumset, saxophone, trumpet or trombone may be used as the major applied subject. C- is the minimum passing grade in Applied Music 271, 272, and 273. 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 applied area.

A grade lower than C- in any JAZZ course will be considered a failing grade.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>MPE 330</td>
<td>SENIOR SEMINAR IN MUSIC PEDAGOGY</td>
<td>1</td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
<tr>
<td>MTA 304</td>
<td>COUNTERPOINT</td>
<td>3</td>
</tr>
<tr>
<td>MTA 305</td>
<td>FORM AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>PERF 240</td>
<td>ELEMENTS OF CONDUCTING</td>
<td>2</td>
</tr>
<tr>
<td>PERF 334</td>
<td>COMPREHENSIVE GUITAR TECHNIQUE</td>
<td>4</td>
</tr>
<tr>
<td>PERF 336</td>
<td>HISTORY AND PERFORMANCE OF GUITAR LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>PERF 338</td>
<td>CAREER SEMINAR FOR CLASSICAL GUITAR MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 121B</td>
<td>and MUSICIANSHIP I: AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 121C</td>
<td>and MUSICIANSHIP I:PIANO SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 122B</td>
<td>and MUSICIANSHIP II:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 122C</td>
<td>and MUSICIANSHIP II:PIANO SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 221B</td>
<td>and MUSICIANSHIP III:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 221C</td>
<td>and MUSICIANSHIP III:PIANO SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 222A</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 222B</td>
<td>and MUSICIANSHIP IV:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 222C</td>
<td>and MUSICIANSHIP IV:PIANO SKILLS</td>
<td>3</td>
</tr>
</tbody>
</table>
Jazz Piano, BM

It is the goal of the Jazz and Contemporary Music program to produce graduates who are improvisers and creators of the highest caliber, and who are ready to compete professionally or continue their studies at an advanced level.

The program’s objectives are to:

• Help each student realize her or his unique voice as a performer and as an arranger/composer.
• Develop students’ historical and practical understanding of the musical language of jazz idioms and the evolution of jazz styles.
• Develop musicianship skills and performing ability so that students are able to conceive and execute musical ideas in a variety of performing situations.
• Foster habits and ideals of social justice consistent with Roosevelt University’s mission and the “democratic” aspects of jazz itself.

The jazz combo sequence is designed so that each group is devoted to a particular style emphasis. Assignments rotate each semester so that over the course of the degree, students will acquire a foundation in the most crucial styles of jazz and learn important repertory and composers associated with each, through the experience of creating stylistically-faithful improvisations.

Technical and repertory requirements for each semester of applied study are published in the Music Conservatory Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Fia...). These intensify as the student progresses through the program, culminating in the senior recital, which displays the student’s creativity, musical and technical abilities, understanding of the historical context and significance of the music being presented, as well as preparation, rehearsal, and leadership skills.

Admission requirements

Please consult the CCPA Admission and Audition Information webpage for the Jazz and Contemporary Music (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) audition requirements.

Requirements

C- is the minimum passing grade in PIA 271 JAZZ PIANO, PIA 272 JAZZ PIANO, and PIA 273 JAZZ PIANO. At the completion of the student’s second year he/she must receive a minimum grade of B- in PIA 274 JAZZ PIANO to be admitted to the upper division. The grade of B- is the minimum passing grade in upper division applied study, PIA 371 JAZZ PIANO through PIA 374 JAZZ PIANO.

A grade lower than C- in any JAZZ course will be considered a failing grade.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAZZ 310</td>
<td>JAZZ FORUM</td>
<td>0 (eight semesters)</td>
</tr>
</tbody>
</table>

Supportive Courses in Music

| JAZZ 210 | JAZZ THEORY I | 3 |
| JAZZ 211 | ESSENTIALS OF JAZZ I | 2 |
| JAZZ 212 | ESSENTIAL OF JAZZ I | 2 |
| JAZZ 215 | JAZZ THEORY II | 3 |
| JAZZ 243 | JAZZ PIANO TECHNIQUES I | 2 |
| JAZZ 244 | JAZZ PIANO TECH II | 2 |
| JAZZ 245 | UNDERSTANDING DRUMS AND BASS | 2 |
| JAZZ 350 | INTRODUCTION TO MUSIC BUSINESS | 2 |
| JAZZ 360 | JAZZ PEDAGOGY | 2 |
| MUHL 210 | VERNACULAR MUSIC OF THE UNITED STATES | 3 |
| MUHL 251 | HISTORY OF WESTERN MUSIC I | 3 |
| MUHL 252 | HISTORY OF WESTERN MUSIC II | 3 |
| MUHL 253 | HISTORY OF WESTERN MUSIC III | 3 |
| MUSC 121A | MUSICIANSHIP I:WRITTEN SKILLS | 5 |
| MUSC 121B | and MUSICIANSHIP I:AURAL SKILLS | 5 |
| MUSC 121C | and MUSICIANSHIP I:PIANO SKILLS | 5 |
| MUSC 122A | MUSICIANSHIP II:WRITTEN SKILLS | 5 |
| MUSC 122B | and MUSICIANSHIP II:AURAL SKILLS | 5 |
| MUSC 122C | and MUSICIANSHIP II:PIANO SKILLS | 5 |
| MUSC 221A | MUSICIANSHIP III:WRITTEN SKILLS | 3 |
| MUSC 221B | and MUSICIANSHIP III:AURAL SKILLS | 3 |
| MUSC 222A | MUSICIANSHIP IV:WRITTEN SKILLS | 3 |
| MUSC 222B | and MUSICIANSHIP IV:AURAL SKILLS | 3 |

Total credit hours 124
Jazz Vocalist, BM

It is the goal of the Jazz and Contemporary Music program to produce graduates who are improvisers and creators of the highest caliber, and who are ready to compete professionally or continue their studies at an advanced level.

The program's objectives are to:

- help each student realize her or his unique voice as a performer and as an arranger/composer;
- develop students' historical and practical understanding of the musical language of jazz idioms and the evolution of jazz styles;
- develop musicianship skills and performing ability so that students are able to conceive and execute musical ideas in a variety of performing situations;
- foster habits and ideals of social justice consistent with Roosevelt University's mission and the "democratic" aspects of jazz itself.

The jazz combo sequence is designed so that each group is devoted to a particular style emphasis. Assignments rotate each semester so that over the course of the degree, students will acquire a foundation in the most crucial styles of jazz and learn important repertory and composers associated with each, through the experience of creating stylistically-faithful improvisations.

Technical and repertory requirements for each semester of applied study are published in the Music Conservatory Handbook. These intensify as the student progresses through the program, culminating in the senior recital, which displays the student's creativity, musical and technical abilities, understanding of the historical context and significance of the music being presented, as well as preparation, rehearsal, and leadership skills.

Admission requirements

Please consult the CCPA Admission and Audition Information webpage for the Jazz and Contemporary Music (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) audition requirements.

C- is the minimum passing grade in VOI 271 JAZZ VOICE, VOI 272 JAZZ VOICE, and VOI 273 JAZZ VOICE. At the completion of the student's second year he/she must receive a minimum grade of B- in VOI 274 JAZZ VOICE to be admitted to the upper division. The grade of B- is the minimum passing grade in upper division applied study, VOI 371 JAZZ VOICE through VOI 374 JAZZ VOICE.

A grade lower than C- in any JAZZ course will be considered a failing grade.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>General Studies</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>Non-Music Elective Courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Non-Music Elective Courses in African/African-American Studies or U.S. History</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Major Area</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>ENS 236</td>
<td>JAZZ COMBO</td>
<td>4</td>
</tr>
<tr>
<td>ENS 237</td>
<td>VOCAL JAZZ ENSEMBLE</td>
<td>8</td>
</tr>
<tr>
<td>VOI 271 - VOI 374 Jazz Voice Major</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>JAZZ 230</td>
<td>IMPROVISATION</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 305</td>
<td>COMPOSITION &amp; ARRANGING I</td>
<td>3</td>
</tr>
<tr>
<td>JAZZ 306</td>
<td>COMPOSITION &amp; ARRANGING II</td>
<td>3</td>
</tr>
<tr>
<td>JAZZ 225</td>
<td>VOCAL JAZZ PERFORMANCE CLAS</td>
<td>0 (eight semesters)</td>
</tr>
<tr>
<td>JAZZ 310</td>
<td>JAZZ FORUM</td>
<td>0 (eight semesters)</td>
</tr>
<tr>
<td>Code</td>
<td>Supportive Courses in Music</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>JAZZ 210</td>
<td>JAZZ THEORY I</td>
<td>3</td>
</tr>
<tr>
<td>JAZZ 211</td>
<td>ESSENTIALS OF JAZZ I</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 212</td>
<td>ESSENTIAL OF JAZZ I</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 215</td>
<td>JAZZ THEORY II</td>
<td>3</td>
</tr>
<tr>
<td>JAZZ 220</td>
<td>SKILLS FOR JAZZ VOCALISTS I</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 221</td>
<td>SKILLS JAZZ VOCALISTS II</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 243</td>
<td>JAZZ PIANO TECHNIQUES I</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 244</td>
<td>JAZZ PIANO TECH II</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 245</td>
<td>UNDERSTANDING DRUMS AND BASS</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 350</td>
<td>INTRODUCTION TO MUSIC BUSINESS</td>
<td>2</td>
</tr>
<tr>
<td>JAZZ 360</td>
<td>JAZZ PEDAGOGY</td>
<td>2</td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNTIED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 121B</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 121C</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 122B</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 122C</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 221B</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 222A</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 222B</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>Total credit hours</td>
<td></td>
<td>128</td>
</tr>
</tbody>
</table>
Music Composition, BM

The Music Composition program challenges dedicated individual composers to develop and hone their creative skills. The goals of the program for all students are to:

- Cultivate the ability to utilize all of the building blocks of music (pitch, rhythm, meter, tension and relaxation, formal structure) to create a diverse portfolio of works.
- Gain the necessary professional skills: rehearsal, communication, promotion, publication, and networking.
- Explore various musical languages and styles in pursuit of the formation of their own unique voices.

The primary focus at the undergraduate level is the development of technique and expressivity. The curriculum addresses essential knowledge and skills: work with both electronic and acoustic media, keyboard skills, fluency in speaking and writing, conducting and rehearsal techniques, analytical ability and relevant technologies.

Four public composition recitals each year, as well as multiple opportunities for collaboration with other programs such as dance, piano, and opera, provide students with ample and regular opportunities to work with other musicians to prepare formal performances of their own compositions. The senior recital demonstrates growth and progress in the student’s portfolio over eight semesters of study in works of varying length, scope and genre. A complete listing of program requirements is published in the Music Conservatory Handbook (https://www.roosevelt.edu/~media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx?la=en&sa=U&ved=0ahUKEwjTxavptNDNAhVk9YMKHahlBeOQFggEMAA&usg=AFQjCNHHZIet7AWGAT7ig4eqSySdbZL_sg).

Requirements

Students are required to have at least one work performed in a student composition recital each year.

C- is the minimum passing grade in MCMP 211 COMPOSITION (MAJOR), MCMP 212 COMPOSITION II (MAJOR), and MCMP 213 COMPOSITION III. At the completion of the second year of composition study, a student must receive a minimum grade of B- in MCMP 214 COMPOSITION IV to be admitted to the upper division. The grade of B is the minimum passing grade in upper division composition study MCMP 311 COMPOSITION V through MCMP 314 COMPOSITION VIII.

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 grade lower than C- in any 300-level MTA course is considered a failing grade.

General Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>or LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
</tbody>
</table>

Five academic (non-music) elective courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTA 305</td>
<td>FORM AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 121B &amp; MUSCIANSHIP I: AURAL SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 121C &amp; MUSCIANSHIP I: PIANO SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 122B &amp; MUSCIANSHIP II: AURAL SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 122C &amp; MUSCIANSHIP II: PIANO SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 221B &amp; MUSCIANSHIP III: AURAL SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 221C &amp; MUSCIANSHIP III: PIANO SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 222A</td>
<td>MUSICIANSHIP IV: WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 222B &amp; MUSCIANSHIP IV: AURAL SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 222C &amp; MUSCIANSHIP IV: PIANO SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERF 240</td>
<td>ELEMENTS OF ConductING</td>
<td>2</td>
</tr>
<tr>
<td>PIA 201</td>
<td>PIANO (MINOR)</td>
<td>2</td>
</tr>
<tr>
<td>PIA 202</td>
<td>PIANO (MINOR)</td>
<td>2</td>
</tr>
<tr>
<td>PIA 203</td>
<td>PIANO (MINOR)</td>
<td>2</td>
</tr>
<tr>
<td>PIA 204</td>
<td>PIANO (MINOR)</td>
<td>2</td>
</tr>
<tr>
<td>Ensemble Electives</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Hours 126

1 Other instrument with permission

Music Composition, Minor

A 15-credit-hour minor in composition is available to students pursuing the Bachelor of Music degree in any field who have passed MUSC 121A MUSICIANSHIP I:WRITTEN SKILLS/MUSC 121B MUSICIANSHIP I: AURAL SKILLS/MUSC 121C MUSICIANSHIP I: PIANO SKILLS and MUSC 122A MUSICIANSHIP II: WRITTEN SKILLS/MUSC 122B MUSICIANSHIP II: AURAL SKILLS/MUSC 122C MUSICIANSHIP II: PIANO SKILLS and MUSC 123A MUSICIANSHIP III: WRITTEN SKILLS/MUSC 123B MUSICIANSHIP III: AURAL SKILLS/MUSC 123C MUSICIANSHIP III: PIANO SKILLS.
The program's objectives are to:

- prepare graduates to embrace diversity and flexibility in their pedagogical approaches to musical styles, genres, and ensembles; various ages and skill levels of students; urban, suburban, and rural communities; incorporating students' cultural and community assets into instruction; and students with varied socioeconomic backgrounds;
- develop teacher identity and help students to layer on or merge this identity with their already established and reinforced musician/performer identity;
- develop strong communication skills that help students intertwine their personal skills and qualities with their musical content knowledge and pedagogical knowledge;
- develop strong organizational abilities;
- develop strong leadership skills;
- prepare students to pass the edTPA, obtain licensure, and obtain employment in the state of their choice in public or private schools.

Program requirements and procedures are published in the Music Conservatory Handbook. Performance and musicianship training are developed throughout the curriculum because deep content knowledge is the foundations of all excellent teaching. Other dimensions and competencies of effective teaching are developed and assessed regularly through music education coursework. In the senior recital, music education students demonstrate the integration of knowledge and skills gained from applied study, ensemble experiences, supportive studies in music, and music education methods courses. Recital requirements include performance of solo repertory as well as the preparation and conducting of an ensemble selection, as evidence of musical leadership skills.

Admission Requirements
Prospective music education majors will prepare the audition requirements for their primary instrument or voice, as published on the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage.

In addition, an interview with the music education faculty is required.

Grade Requirements
Satisfactory completion of the music core is a requirement for licensure. The music core consists of the following required music courses: Applied Music 201-204 and 301-303 or 211-214 and 311-314; 6 credit hours of ensemble; two courses from among MUHL 210 VERNACULAR MUSIC OF THE UNITED STATES, MUHL 251 HISTORY OF WESTERN MUSIC I, MUHL 252 HISTORY OF WESTERN MUSIC II, and MUHL 253 HISTORY OF WESTERN MUSIC III; MUSC 222A MUSICIANSHIP IV:WRITTEN SKILLS/MUSC 222B MUSICIANSHIP IV:PIANO SKILL; and PERF 240 ELEMENTS OF CONDUCTING. Any grade lower than C in any music core, music education, education, or professional education course is considered a failing grade and will not fulfill degree requirements.

Students must maintain a cumulative grade point average of 2.7 to remain in good standing and graduate.

All course requirements must be completed before the credit of student teaching.

Requirements
Students choose an emphasis in either choral music education (125 credit hours) or instrumental music education (129 credit hours). The general studies, music education/professional education, and basic musicianship/performance components of the program are the same for both emphases. Specific requirements for each emphasis are listed below.

Basic Musicianship and Performance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music 201</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music 202</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music 203</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music 204</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music 301</td>
<td>2</td>
</tr>
</tbody>
</table>
Music Education/Choral Concentration and Piano Performance, BM

The Bachelor of Music with a double major in Music Education (Choral emphasis) and Piano Performance is a five-year program which combines teacher preparation coursework with the full range of performance-related studies for pianists. All requirements and policies for the Music Education program apply to the double major programs; please refer to the Music Education program page for study. Certain courses are required to be taken in the major and performance areas as specified.

### Applied Music Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music 302</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Applied Music 303</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Senior Recital</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Major Ensemble (every term except student teaching)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Performance Class according to applied area (7 semesters)</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

### Music Education/Professional Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 121B</td>
<td>MUSICIANSHIP I:URAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 121C</td>
<td>MUSICIANSHIP I:PIANO SKILLS</td>
<td></td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 122B</td>
<td>MUSICIANSHIP II:URAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 122C</td>
<td>MUSICIANSHIP II:PIANO SKILLS</td>
<td></td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 221B</td>
<td>MUSICIANSHIP III:URAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 221C</td>
<td>MUSICIANSHIP III:PIANO SKILLS</td>
<td></td>
</tr>
<tr>
<td>MUSC 222A</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 222B</td>
<td>MUSICIANSHIP IV:URAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 222C</td>
<td>MUSICIANSHIP IV:PIANO SKILLS</td>
<td></td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
<tr>
<td>PERF 240</td>
<td>ELEMENTS OF Conducting</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Basic Musicianship/Performance

Subtotal: 55 credit hours

### Music Education/Professional Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 149</td>
<td>CAREER SEMINAR PUBLIC SCHOOL</td>
<td>1</td>
</tr>
<tr>
<td>ME 200</td>
<td>MUSIC EDUCATION LAB</td>
<td>0</td>
</tr>
<tr>
<td>ME 243</td>
<td>CONDUCTING: ART &amp; TECHNIQUE</td>
<td>3</td>
</tr>
<tr>
<td>ME 310</td>
<td>STUDENT TEACHING INTERNSHIP</td>
<td>5-12</td>
</tr>
<tr>
<td>ME 350</td>
<td>METHODS FOR THE ELEMENTARY MUSIC CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>ME 352</td>
<td>SECONDARY GENERAL MUSIC METHODS</td>
<td>3</td>
</tr>
<tr>
<td>ME 351</td>
<td>ISSUES IN MUSIC EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 219</td>
<td>EXCEPTIONAL CHILD &amp; YOUTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 24 credit hours

### General Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>AMERICAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>FOUNDATIONS OF ARITHMETIC</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>READ 363</td>
<td>TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Western Elective (Humanities or Social Science) 3

### Total Credit Hours

Subtotal for Emphasis (see below): 10-14 credit hours

### Total Credit Hours for Degree

Subtotal General Studies: 36 credit hours

Subtotal: 125-129 credit hours

### Choral Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 311</td>
<td>CHORAL METHODS FOR ELEMENTARY/JUNIOR HIGH SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ME 312</td>
<td>CHORAL METHODS FOR SENIOR HIGH SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ME 152</td>
<td>BRASS TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>ME 153</td>
<td>WOODWIND TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>ME 154</td>
<td>STRING TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>ME 155</td>
<td>PERCUSSION TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>PIA 206</td>
<td>FUNCTIONAL KEYBOARD SKILLS FOR THE MUSIC EDUCATOR</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 10

### Instrumental Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 152</td>
<td>BRASS TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>ME 153</td>
<td>WOODWIND TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>ME 154</td>
<td>STRING TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>ME 155</td>
<td>PERCUSSION TECHNIQUES</td>
<td>1</td>
</tr>
<tr>
<td>ME 161</td>
<td>CHORAL METHODS FOR INSTRUMENTAL MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>ME 313</td>
<td>INSTRUMENTAL METHODS FOR ELEMENTARY/JUNIOR HIGH SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ME 314</td>
<td>INSTRUMENTAL METHODS FOR SENIOR HIGH SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ME 337</td>
<td>MARCHING/JAZZ BAND MANAGEMENT</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 14

### Music Education/Choral Concentration and Piano Performance, BM

The Bachelor of Music with a double major in Music Education (Choral emphasis) and Piano Performance is a five-year program which combines teacher preparation coursework with the full range of performance-related studies for pianists. All requirements and policies for the Music Education program apply to the double major programs; please refer to the Music Education program page for study.
Admission requirements

Prospective double majors will prepare the audition requirements for piano, as published on the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx)

In addition, an interview with the music education faculty is required.

Grade requirements

Satisfactory completion of the music core is a requirement for licensure. The music core consists of the following required music courses: Applied Music 201-204 and 301-303 or 211-214 and 311-314; 6 semester hours of ensemble; two courses from among MUHL 210 MUSIC OF AMERICA, MUHL 251 HISTORY OF WESTERN MUSIC I, MUHL 252 HISTORY OF WESTERN MUSIC II, and MUHL 253 HISTORY OF WESTERN MUSIC III; MUSC 222A MUSICIANSHIP IV:WRITTEN SKILLS/MUSC 222B MUSICIANSHIP IV: AURAL SKILLS/MUSC 222C MUSICIANSHIP IV: PIANO SKILLS; and PERF 240 ELEMENTS OF CONDUCTING. Any grade lower than C in any music core, music education, education, or professional education course is considered a failing grade and will not fulfill degree requirements.

Students must maintain a cumulative grade point average of 2.7 to remain in good standing and graduate.

All course requirements must be completed before the semester of student teaching.

Requirements

General Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ELED 301</td>
<td>FOUNDATIONS &amp; COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>FOUNDATIONS OF ARITHMETIC</td>
<td>3</td>
</tr>
<tr>
<td>HIST 106</td>
<td>THE UNITED STATES TO 1865</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 107</td>
<td>THE UNITED STATES SINCE 1865</td>
<td>3</td>
</tr>
<tr>
<td>or POS 101</td>
<td>UNITED STATES POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>READ 363</td>
<td>TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>Non-Western course (Humanities or Social Science)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two non-music courses of the student’s choice</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal General Studies 36

Performance and Musicianship

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 211</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 212</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 213</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 214</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 215</td>
<td>TECHNIQUE EXAMINATION</td>
<td>0</td>
</tr>
<tr>
<td>PIA 311</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 312</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 313</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 314</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 300</td>
<td>PIANO PERFORMANCE CLASS (eight semesters required)</td>
<td>0</td>
</tr>
<tr>
<td>ENS 201</td>
<td>CONSERVATORY CHOIR</td>
<td>6</td>
</tr>
<tr>
<td>ENS 220</td>
<td>PIANO ENSEMBLE I</td>
<td>1</td>
</tr>
<tr>
<td>ENS 221</td>
<td>PRINCIPLES OF COLLABORATIVE PIANO I</td>
<td>1</td>
</tr>
<tr>
<td>PERF 131</td>
<td>COMPREHENSIVE KEYBOARD LITERACY I</td>
<td>2</td>
</tr>
<tr>
<td>PERF 132</td>
<td>COMPREHENSIVE KEYBOARD LITERACY II</td>
<td>2</td>
</tr>
<tr>
<td>PERF 232</td>
<td>KEYBOARD IMPROVISATION</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 121B</td>
<td>and MUSICIANSHIP I: AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 122B</td>
<td>and MUSICIANSHIP II: AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 221B</td>
<td>and MUSICIANSHIP III: AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 222A</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 222B</td>
<td>and MUSICIANSHIP IV: AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MTA 304</td>
<td>COUNTERPOINT</td>
<td></td>
</tr>
<tr>
<td>MTA 305</td>
<td>FORM AND ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>MUHL 318</td>
<td>KEYBOARD LITERATURE</td>
<td></td>
</tr>
<tr>
<td>MUHL 319</td>
<td>ART SONG LITERATURE</td>
<td></td>
</tr>
<tr>
<td>PERF 240</td>
<td>ELEMENTS OF CONDUCTING</td>
<td>2</td>
</tr>
</tbody>
</table>
| Subtotal Performance and Musicianship 78

Music Education/Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 149</td>
<td>CAREER SEMINAR PUBLIC SCHOOL TEACHING</td>
<td>1</td>
</tr>
<tr>
<td>ME 161</td>
<td>CHORAL METHODS FOR INSTRUMENTAL MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>ME 200</td>
<td>MUSIC EDUCATION LAB (seven semesters)</td>
<td>0</td>
</tr>
<tr>
<td>ME 243</td>
<td>CONDUCTING: ART &amp; TECHNIQUE</td>
<td>3</td>
</tr>
<tr>
<td>ME 310</td>
<td>STUDENT TEACHING INTERNSHIP</td>
<td>5-12</td>
</tr>
<tr>
<td>ME 311</td>
<td>CHORAL METHODS FOR ELEMENTARY/JUNIOR HIGH SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ME 312</td>
<td>CHORAL METHODS FOR SENIOR HIGH SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ME 350</td>
<td>METHODS FOR THE ELEMENTARY MUSIC CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>ME 352</td>
<td>SECONDARY GENERAL MUSIC METHODS</td>
<td>3</td>
</tr>
<tr>
<td>ME 351</td>
<td>ISSUES IN MUSIC EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ME 152</td>
<td>BRASS TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>ME 153</td>
<td>WOODWIND TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>ME 154</td>
<td>STRING TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>ME 155</td>
<td>PERCUSSION TECHNIQUES</td>
<td></td>
</tr>
</tbody>
</table>
Music Education/Choral Concentration and Voice Performance, BM

The Bachelor of Music with a double major in Music Education (Choral emphasis) and Voice Performance is a five-year program which combines teacher preparation coursework with the full range of performance-related studies for singers. All requirements and policies for the Music Education program apply to the double major programs; please refer to the Music Education (http://catalog.roosevelt.edu/undergraduate/performing-arts/music-education-choral-concentration-voice-performance-bm/) program of study page.

Admission requirements
Prospective double majors will prepare the audition requirements for voice, as published on the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx). In addition, an interview with the music education faculty is required.

Grade requirements
Satisfactory completion of the music core is a requirement for licensure. The music core consists of the following required music courses: Applied Music 201-204 and 301-303 or 211-214 and 311-314; 6 semester hours of ensemble; two courses from among MUHL 210 MUSIC OF AMERICA, MUHL 251 HISTORY OF WESTERN MUSIC I, MUHL 252 HISTORY OF WESTERN MUSIC II, and MUHL 253 HISTORY OF WESTERN MUSIC III; MUSC 222A MUSICIANSHIP IV:WRITTEN SKILLS/MUSC 222B MUSICIANSHIP IV:AURAL SKILLS/MUSC 222C MUSICIANSHIP IV:PIANO SKILLS; and PERF 240 ELEMENTS OF CONDUCTING. Any grade lower than C in any music core, music education, education, or professional education course is considered a failing grade and will not fulfill degree requirements.

Students must maintain a cumulative grade point average of 2.7 to remain in good standing and graduate.

All course requirements must be completed before the semester of student teaching.

Requirements

### General Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ELED 301</td>
<td>FOUNDATIONS &amp; COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>FOUNDATIONS OF ARITHMETIC (or higher MATH course)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Music Education/Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 219</td>
<td>EXCEPTIONAL CHILD &amp; YOUTH</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Credit Hours

| Total Credit Hours | 34 |

### Performance and Musicianship

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOI 211</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 212</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 213</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 214</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 311</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 312</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 313</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 314</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 100</td>
<td>FRESHMAN PERFORMANCE CLASS</td>
<td>0</td>
</tr>
<tr>
<td>VOI 200</td>
<td>SOPHOMORE PERFORMANCE CLASS</td>
<td>0</td>
</tr>
<tr>
<td>VOI 300</td>
<td>JUNIOR VOICE PERFORMANCE CLASS</td>
<td>0</td>
</tr>
<tr>
<td>VOI 325</td>
<td>SENIOR VOICE PERFORMANCE CLASS</td>
<td>0</td>
</tr>
<tr>
<td>ENS 201</td>
<td>CONSERVATORY CHOIR</td>
<td>6</td>
</tr>
<tr>
<td>VOI 199</td>
<td>VOCAL COACHING (six semesters required)</td>
<td>0</td>
</tr>
<tr>
<td>VOI 230Y</td>
<td>FRESHMAN/SOPHOMORE SHOWCASE (four semesters)</td>
<td>0</td>
</tr>
<tr>
<td>VOI 330Y</td>
<td>JUNIOR/SENIOR OPERA PROJECT (four semesters)</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 121A &amp; MUSC 121B &amp; MUSC 121C</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS and MUSICIANSHIP I:AURAL SKILLS and MUSICIANSHIP I:PIANO SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 122A &amp; MUSC 122B &amp; MUSC 122C</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS and MUSICIANSHIP II:AURAL SKILLS and MUSICIANSHIP II:PIANO SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 221A &amp; MUSC 221B &amp; MUSC 221C</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS and MUSICIANSHIP III:AURAL SKILLS and MUSICIANSHIP III:PIANO SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 222A &amp; MUSC 222B &amp; MUSC 222C</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS and MUSICIANSHIP IV:AURAL SKILLS and MUSICIANSHIP IV:PIANO SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>PIA 206</td>
<td>FUNCTIONAL KEYBOARD SKILLS FOR THE MUSIC EDUCATOR</td>
<td>2</td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Courses

- READ 363  TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS  3
- THAR 102  MOVEMENT FOR SINGERS  3
- THAR 206  FUNDAMENTALS OF ACTING I  3
- THAR 207  FUNDAMENTALS OF ACTING II  3
- HIST 106  THE UNITED STATES TO 1865  3
- or HIST 107  THE UNITED STATES SINCE 1865  3
- or POS 101  UNITED STATES POLITICS  3
- Non-Western course (Humanities or Social Science)  3
- Two Foreign Language courses  6
- Non-music course of the student’s choice  3

**Subtotal General Studies**: 45

**Subtotal Music Education/Professional Education**: 34

**Total Credit Hours**: 148
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERF 240</td>
<td>ELEMENTS OF CONDUCTING</td>
<td>2</td>
</tr>
<tr>
<td>PERF 211</td>
<td>LANGUAGE SKILLS FOR SINGERS I</td>
<td>1</td>
</tr>
<tr>
<td>PERF 212</td>
<td>LANGUAGE SKILLS FOR SINGERS II</td>
<td>1</td>
</tr>
<tr>
<td>PERF 311</td>
<td>LANGUAGE SKILLS FOR SINGERS III</td>
<td>1</td>
</tr>
<tr>
<td>PERF 312</td>
<td>LANGUAGE SKILLS FOR SINGERS IV</td>
<td>1</td>
</tr>
<tr>
<td>Subtotal Performance and Musicianship</td>
<td></td>
<td>78</td>
</tr>
</tbody>
</table>

Music Education/Professional Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 149</td>
<td>CAREER SEMINAR PUBLIC SCHOOL TEACHING</td>
<td>1</td>
</tr>
<tr>
<td>ME 243</td>
<td>CONDUCTING: ART &amp; TECHNIQUE</td>
<td>3</td>
</tr>
<tr>
<td>ME 310</td>
<td>STUDENT TEACHING INTERNSHIP</td>
<td>5-12</td>
</tr>
<tr>
<td>ME 311</td>
<td>CHORAL METHODS FOR ELEMENTARY/JUNIOR HIGH SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ME 312</td>
<td>CHORAL METHODS FOR SENIOR HIGH SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ME 350</td>
<td>METHODS FOR THE ELEMENTARY MUSIC CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>ME 352</td>
<td>SECONDARY GENERAL MUSIC METHODS</td>
<td>3</td>
</tr>
<tr>
<td>ME 351</td>
<td>ISSUES IN MUSIC EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>ME 152</td>
<td>BRASS TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>ME 153</td>
<td>WOODWIND TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>ME 154</td>
<td>STRING TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>ME 155</td>
<td>PERCUSSION TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>EDUC 202</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 219</td>
<td>EXCEPTIONAL CHILD &amp; YOUTH</td>
<td>3</td>
</tr>
<tr>
<td>Subtotal Music Education/Professional Education</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

Total Credit Hours 155

Music Education/Instrumental Concentration and Orchestral Instrument Performance, BM

The Bachelor of Music with a double major in Music Education (Instrumental emphasis) and Orchestral Instrument Performance is a five-year program which combines teacher preparation coursework with the full range of performance-related studies for string, woodwind, brass, or percussion players. All requirements and policies for the Music Education program apply to the double major programs; please refer to the Music Education (p. 21) program of study page.

Admission requirements

Prospective double majors will prepare the audition requirements for their major instrument, as published on the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) page.

In addition, an interview with the music education faculty is required.

Grade requirements

Satisfactory completion of the music core is a requirement for licensure. The music core consists of the following required music courses: Applied Music 201-204 and 301-303 or 211-214 and 311-314; 6 credit hours of ensemble; two courses from among MUHL 210 MUSIC OF AMERICA, MUHL 251 HISTORY OF WESTERN MUSIC I, MUHL 252 HISTORY OF WESTERN MUSIC II, and MUHL 253 HISTORY OF WESTERN MUSIC III; MUSC 222A MUSICIANSHIP IV: WRITTEN SKILLS/MUSC 222B MUSICIANSHIP IV: AURAL SKILLS/MUSC 222C MUSICIANSHIP IV: PIANO SKILLS; and PERF 240 ELEMENTS OF CONDUCTING. Any grade lower than C in any music core, music education, education, or professional education course is considered a failing grade and will not fulfill degree requirements.

Students must maintain a cumulative grade point average of 2.7 to remain in good standing and graduate.

All course requirements must be completed before the semester of student teaching.

Requirements

General Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ELED 301</td>
<td>FOUNDATIONS &amp; COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>FOUNDATIONS OF ARITHMETIC</td>
<td>3</td>
</tr>
<tr>
<td>READ 363</td>
<td>TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 106</td>
<td>THE UNITED STATES TO 1865</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 107</td>
<td>THE UNITED STATES SINCE 1865</td>
<td></td>
</tr>
<tr>
<td>or POS 101</td>
<td>UNITED STATES POLITICS</td>
<td></td>
</tr>
<tr>
<td>Non-Western course (Humanities or Social Science)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Two non-music courses of the student's choice</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Subtotal General Studies</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

Performance and Musicianship

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Instrument 211</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument 212</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument 213</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument 214</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument 311</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument 312</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument 313</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Major Instrument 314</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Performance Class for Applied Area</td>
<td>0 (eight semesters)</td>
<td></td>
</tr>
<tr>
<td>ENS 202</td>
<td>SYMPHONY ORCHESTRA</td>
<td>8</td>
</tr>
<tr>
<td>or ENS 211</td>
<td>LARGE INSTRUMENTAL ENSEMBLE</td>
<td></td>
</tr>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I: WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 121B</td>
<td>and MUSICIANSHIP I: AURAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 121C</td>
<td>and MUSICIANSHIP I: PIANO SKILLS</td>
<td></td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II: WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 122B</td>
<td>and MUSICIANSHIP II: AURAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 122C</td>
<td>and MUSICIANSHIP II: PIANO SKILLS</td>
<td></td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III: WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>&amp; MUSC 221B</td>
<td>and MUSICIANSHIP III: AURAL SKILLS</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 221C</td>
<td>and MUSICIANSHIP III: PIANO SKILLS</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal General Studies 36
Music History/Theory Minor

A 15 credit-hour minor in music history and theory is available to students pursuing the Bachelor of Music degree in any major field. Students may use two courses (six credit hours) already required for their major toward fulfillment of the minor in music history/theory.

Requirements

Completion of any five courses from among the following with a grade of C- or better in each course fulfills the requirement for the minor.

Select five courses of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTA 301</td>
<td>INSTRUMENTATION/ORCHESTRATION</td>
<td>3</td>
</tr>
<tr>
<td>MTA 305</td>
<td>FORM AND ANALYSIS</td>
<td>1</td>
</tr>
<tr>
<td>MUHL 337</td>
<td>ORCHESTRAL LITERATURE</td>
<td>1</td>
</tr>
<tr>
<td>MUHL 339</td>
<td>CHAMBER MUSIC LITERATURE</td>
<td>1</td>
</tr>
<tr>
<td>PERF 215</td>
<td>ADVANCED STUDY OF RHYTHM/INTONATION</td>
<td>2</td>
</tr>
<tr>
<td>PERF 240</td>
<td>ELEMENTS OF CONDUCTING</td>
<td>1</td>
</tr>
</tbody>
</table>

Subtotal Performance and musicianship 79

Musical Arts, BMA

The Bachelor of Musical Arts degree is an interdisciplinary program with significant curricular flexibility. The degree is designed for the student with a strong academic background who wishes to combine the study of music with an emphasis in a second discipline outside music. The outside field may be an established minor program offered by the university or a self-designed course of study that combines several subjects as desired (e.g. History and Political Science). Students’ programs are individualized according to their interests and culminate in a senior project that melds their work in music with their second discipline.

At the conclusion of the program, students are expected to have the capability to formulate and complete a capstone project that combines their knowledge and ability in music with the material, methodology and perspectives of the second discipline. The nature of the project is not defined, as it will vary according to the student’s interests and studies.

Admission

Students will present the audition requirements for their major performance area (instrument or voice). Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for the requirements.

Grade and other requirements

A grade point average of at least 3.0 is required for admission into the program and for graduation.

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

The second emphasis may include courses in any non-music discipline, chosen in consultation with the faculty advisor in accordance with the student’s interests. It may be a formal minor offered by the university or an interdisciplinary array of courses.

Requirements

General Education

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Two Science courses</td>
<td>7</td>
</tr>
<tr>
<td>Two Social Science or Humanities courses (depending on area of focus)</td>
<td>6</td>
</tr>
</tbody>
</table>
The goals of the Piano Program are to prepare the student for the many facets of a diverse performance career (soloist, collaborative pianist, and chamber musician), and to provide the student with the musical skills and pedagogical background to become a productive teacher.

The undergraduate program’s objectives are to:

- acquaint the student with the vast literature for the piano through study and performance of a cross-section of standard repertory encompassing all stylistic periods; develop technical facility in a systematic fashion;
- develop progressively the student’s collaborative and practical skills;
- develop musicianship skills, analytic abilities, and knowledge of musical style;
- introduce principles and methods of piano teaching of children and young adults, from beginning to early advanced levels;
- support the music curriculum with an array of general studies coursework.

Development of repertory and technique is assessed every semester at juries, and at the recitals given in the junior and senior years. Jury and recital requirements are published in the Music Conservatory Student Handbook.

### Admission requirements

Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for audition requirements for piano.

### Grade requirements

C is the minimum passing grade in PIA 211 PIANO (MAJOR), PIA 212 PIANO (MAJOR), and PIA 213 PIANO (MAJOR). At the completion of the second year the student must receive a minimum grade of B- in PIA 214 PIANO (MAJOR) to be admitted to the upper division. In the upper division (PIA 311 PIANO (MAJOR)-PIA 314 PIANO (MAJOR)), grades of B- or higher are required in all courses.

### Major Area and Supportive Courses in Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 211</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 212</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 213</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 214</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 215</td>
<td>TECHNIQUE EXAMINATION</td>
<td>0</td>
</tr>
<tr>
<td>PIA 311</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 312</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 313</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 314</td>
<td>PIANO (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>PIA 300</td>
<td>PIANO PERFORMANCE CLASS</td>
<td>0 (eight semesters)</td>
</tr>
<tr>
<td>PIA 200</td>
<td>ACCOMPANYING REQUIREMENT</td>
<td>0</td>
</tr>
<tr>
<td>ENS 220</td>
<td>PIANO ENSEMBLE I</td>
<td>1</td>
</tr>
<tr>
<td>ENS 221</td>
<td>PRINCIPLES OF COLLABORATIVE PIANO I</td>
<td>1</td>
</tr>
<tr>
<td>ENS 230</td>
<td>PIANO ENSEMBLE II</td>
<td>1</td>
</tr>
<tr>
<td>ENS 231</td>
<td>PRINCIPLES COLLABORATIVE PIANO II</td>
<td>1</td>
</tr>
<tr>
<td>ENS 246</td>
<td>PRACTICUM:COLLABORATIVE PIANO</td>
<td>2</td>
</tr>
<tr>
<td>ENS 305</td>
<td>CHAMBER MUSIC (PIANO) (Piano)</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 121B</td>
<td>MUSICIANSHIP I:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 122B</td>
<td>MUSICIANSHIP II:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 221B</td>
<td>MUSICIANSHIP III:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 222A</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 222B</td>
<td>MUSICIANSHIP IV:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 222C</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 222D</td>
<td>MUSICIANSHIP IV:AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MTA 304</td>
<td>COUNTERPOINT</td>
<td>3</td>
</tr>
<tr>
<td>MTA 305</td>
<td>FORM AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 318</td>
<td>KEYBOARD LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 319</td>
<td>ART SONG LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>MPE 361</td>
<td>PIANO PEDAGOGY I</td>
<td>3</td>
</tr>
</tbody>
</table>
Violin, Viola, Cello, Double Bass and Harp, BM

The purpose of the Orchestral Instrument Performance Programs at CCPA is to prepare students for careers as solo, chamber, and ensemble performers, and to routinize in students the habits consistent with success in the professional environment. The undergraduate program’s objectives are to:

• develop students’ capabilities as performers, addressing technical proficiency, knowledge of history and practice specific to their instrument family, and broad awareness of musical styles and repertory;
• develop students’ musicianship through a comprehensive curriculum of written and aural skills, conducting, analysis, history, and literature;
• train students to be effective musical collaborators through comprehensive experiences in large and small ensembles, performing music of all periods and genres (including new music and opera);
• balance the focused music curriculum and support the student’s intellectual interests with a wide choice of academic electives;
• expose students to the entrepreneurial challenges and opportunities of a music career.

Development of repertory and technique is assessed every semester at juries, and at the recitals given in the junior and senior years. Jury and recital requirements are published in the Music Conservatory Student Handbook.

Admission requirements

Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for audition requirements for violin, viola, cello, double bass, and harp.

C- is the minimum passing grade in the first three semesters of applied study (courses 211 through 213). At the completion of the second year of applied study, a student must receive a minimum grade of B- in Applied Music 214 to be admitted to the upper division. The grade of B- is the minimum passing grade in upper division applied study (courses 311 through 314).

The program requires a total of 122 semester hours for violin, viola, and violoncello majors, and 120 semester hours for bass and harp majors.

Requirements

Major Area and Supportive Courses in Music

Major Instrument 211-214, 311-314 32
ENS 202 SYMPHONY ORCHESTRA 8
MTA 305 FORM AND ANALYSIS 3
MUHL 210 VERNACULAR MUSIC OF THE UNITED STATES 3
MUHL 251 HISTORY OF WESTERN MUSIC I 3
MUHL 252 HISTORY OF WESTERN MUSIC II 3
MUHL 253 HISTORY OF WESTERN MUSIC III 3
MUHL 337 ORCHESTRAL LITERATURE 3
MUHL 339 CHAMBER MUSIC LITERATURE 3
MUSC 121A MUSICIANSHIP I:WRITTEN SKILLS 5
& MUSC 121B and MUSICIANSHIP I: AURAL SKILLS
& MUSC 121C and MUSICIANSHIP I: PIANO SKILLS
MUSC 122A MUSICIANSHIP II:WRITTEN SKILLS 5
& MUSC 122B and MUSICIANSHIP II: AURAL SKILLS
& MUSC 122C and MUSICIANSHIP II: PIANO SKILLS
MUSC 221A MUSICIANSHIP III:WRITTEN SKILLS 5
& MUSC 221B and MUSICIANSHIP III: AURAL SKILLS
& MUSC 221C and MUSICIANSHIP III: PIANO SKILLS
MUSC 222A MUSICIANSHIP IV:WRITTEN SKILLS 5
& MUSC 222B and MUSICIANSHIP IV: AURAL SKILLS
& MUSC 222C and MUSICIANSHIP IV: PIANO SKILLS
PERF 215 ADVANCED STUDY OF RHYTHM/INTONATION 2
PERF 240 ELEMENTS OF CONDUCTING 2
PERF 380 STRING PERFORMANCE CLASS (eight semesters required) 0
MPE 330 SENIOR SEMINAR IN MUSIC PEDAGOGY 1

Major specific requirements (see below) 4-6
General Studies (see below) 30

Total Credit Hours 120-122

Major Specific Requirements

STB Majors Only
PERF 335 ORCHESTRAL EXCERPTS - BASS 4

VCEL Majors Only
PERF 344 ORCHESTRAL EXCERPTS - VIOLONCELLO 2

VL A Majors Only
PERF 343 ORCHESTRAL EXCERPTS - VIOLA 2

VLN Majors Only
PERF 342 ORCHESTRAL EXCERPTS - VIOLIN 2

VLN, VLA, VCEL, and HAR P Majors Only
ENS 307 CHAMBER MUSIC (STRINGS) 1 4-8
General Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Seven academic (non-music) courses                               21
Total Credit Hours                                               30

Voice, BM

The goals of the Voice program are to train singers who are skilled musicians, performance-ready and technically healthy in their approach to singing, good colleagues, artistically prepared through academic and general coursework and performance opportunities, and knowledgeable about all styles and periods of vocal repertory, including art song, opera, and oratorio.

The program's objectives are to:

- Develop technical facility in a systematic fashion, with a common understanding of healthy vocalism that is emphasized across all studios.
- Develop progressively the student's collaborative and practical skills.
- Develop comprehensive musicianship skills, analytic abilities, and knowledge of musical style.
- Support the music curriculum with an array of general education coursework (including essential study in languages).

Development of repertory and technique is assessed every semester at juries, and at the recitals given in the junior and senior years. Jury and recital requirements are published in the Music Conservatory Student Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/-/media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx&sa=U&ved=0ahUKEwix1uCB_fXNAhXC0h4KHShaDE8QFggEMAA&client=internal-Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Fla uds-cse&usg=AFQjCNHHZIet7AWGA7big4eqSy0dbZJL_sg).

Admission requirements

Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for audition requirements for singers.

Grade requirements

C is the minimum passing grade in VOI 211 VOICE (MAJOR), VOI 212 VOICE (MAJOR), and VOI 213 VOICE (MAJOR). At the completion of the second year the student must receive a minimum grade of B- in VOI 214 VOICE (MAJOR) to be admitted to the upper division. In the upper division (VOI 311 VOICE (MAJOR)- VOI 314 VOICE (MAJOR), grades of B- or higher are required in all courses.

Major Area and Supportive Courses in Music

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOI 211</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 212</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 213</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 214</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 311</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 312</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 313</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 314</td>
<td>VOICE (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 230</td>
<td>FRESHMAN/SOPHOMORE SHOWCASE (four semesters required)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 330</td>
<td>JUNIOR/SENIOR OPERA PROJECT (four semesters required)</td>
<td>4</td>
</tr>
<tr>
<td>VOI 100</td>
<td>FRESHMAN PERFORMANCE CLASS (two semesters required)</td>
<td>0</td>
</tr>
<tr>
<td>VOI 200</td>
<td>SOPHOMORE PERFORMANCE CLASS (two semesters required)</td>
<td>0</td>
</tr>
<tr>
<td>VOI 300</td>
<td>JUNIOR VOICE PERFORMANCE CLASS (two semesters required)</td>
<td>0</td>
</tr>
<tr>
<td>VOI 325</td>
<td>SENIOR VOICE PERFORMANCE CLASS (two semesters required)</td>
<td>0</td>
</tr>
<tr>
<td>VOI 199</td>
<td>VOCAL COACHING (six semesters required)</td>
<td>0</td>
</tr>
<tr>
<td>ENS 201</td>
<td>CONSERVATORY CHOIR</td>
<td>8</td>
</tr>
<tr>
<td>MUHL 210</td>
<td>VERNACULAR MUSIC OF THE UNITED STATES</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 251</td>
<td>HISTORY OF WESTERN MUSIC I</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 252</td>
<td>HISTORY OF WESTERN MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 253</td>
<td>HISTORY OF WESTERN MUSIC III</td>
<td>3</td>
</tr>
<tr>
<td>MUHL 319</td>
<td>ART SONG LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 121A</td>
<td>MUSICIANSHIP I:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 121B</td>
<td>MUSICIANSHIP I:URAL SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 121C</td>
<td>MUSICIANSHIP I:PIANO SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 122A</td>
<td>MUSICIANSHIP II:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 122B</td>
<td>MUSICIANSHIP II:URAL SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 122C</td>
<td>MUSICIANSHIP II:PIANO SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 221A</td>
<td>MUSICIANSHIP III:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 221B</td>
<td>MUSICIANSHIP III:URAL SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 221C</td>
<td>MUSICIANSHIP III:PIANO SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 222A</td>
<td>MUSICIANSHIP IV:WRITTEN SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 222B</td>
<td>MUSICIANSHIP IV:URAL SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 222C</td>
<td>MUSICIANSHIP IV:PIANO SKILLS</td>
<td>5</td>
</tr>
<tr>
<td>MTA 305</td>
<td>FORM AND ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>PERF 211</td>
<td>LANGUAGE SKILLS FOR SINGERS I</td>
<td>1</td>
</tr>
<tr>
<td>PERF 212</td>
<td>LANGUAGE SKILLS FOR SINGERS II</td>
<td>1</td>
</tr>
<tr>
<td>PERF 311</td>
<td>LANGUAGE SKILLS FOR SINGERS III</td>
<td>1</td>
</tr>
<tr>
<td>PERF 312</td>
<td>LANGUAGE SKILLS FOR SINGERS IV</td>
<td>1</td>
</tr>
<tr>
<td>MPE 330</td>
<td>SENIOR SEMINAR IN MUSIC PEDAGOGY</td>
<td>1</td>
</tr>
<tr>
<td>PERF 240</td>
<td>ELEMENTS OF CONDUCTING</td>
<td>2</td>
</tr>
</tbody>
</table>

General Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>FREN 101</td>
<td>BEGINNING FRENCH I</td>
<td>3</td>
</tr>
</tbody>
</table>
Woodwind, Brass, and Percussion Instruments, BM

The purpose of the Orchestral Instrument Performance Programs at CCPA is to prepare students for careers as solo, chamber, and ensemble performers, and to routinize in students the habits consistent with success in the professional environment. The undergraduate program’s objectives are to:

- develop students’ capabilities as performers, addressing technical proficiency, knowledge of history and practice specific to their instrument family, and broad awareness of musical styles and repertory;
- develop students’ musicianship through a comprehensive curriculum of written and aural skills, conducting, analysis, history, and literature;
- train students to be effective musical collaborators through comprehensive experiences in large and small ensembles, performing music of all periods and genres (including new music and opera);
- balance the focused music curriculum and support the student’s intellectual interests with a wide choice of academic electives;
- expose students to the entrepreneurial challenges and opportunities of a music career.

Development of repertory and technique is assessed each year at juries, and at the recitals given in the junior and senior years. Jury and recital requirements are published in the Music Conservatory Student Handbook.

Admission requirements

Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for audition requirements for flute, oboe, clarinet, horn, saxophone, bassoon, trumpet, trombone, tuba, and percussion.

Grade requirements

C- is the minimum passing grade in the first three semesters of applied study (courses 211 through 213). At the completion of the second year of applied study, a student must receive a minimum grade of B- in Applied Music 214 to be admitted to the upper division. The grade of B- is the minimum passing grade in upper division applied study (courses 311 through 314).

Requirements

Major Area and Supportive Courses in Music

**Major Instrument 211-214, 311-314**

Total: 32 credit hours

**Performance class for instrument area**

Total: 0 credit hours (eight semesters)
work. Introductory level courses offer training in fundamental skills, while advanced courses help equip students with specific professional skills.

Roosevelt University’s Chicago campus is the 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 presents a full season of mainstage and studio productions each year, and all are open to the public. A calendar of events is available upon request. To receive monthly updates about Theatre Conservatory performances, please sign up through the CCPA webpage (https://www.roosevelt.edu/ccpa/signup).

Admission

Admission to Roosevelt University does not necessarily include admission to the Theatre Conservatory. Eligibility for admission to a BFA program is determined by audition, interview, and submission of three letters of recommendation.

Eligibility for entry into courses offered by the Theatre Conservatory is limited to admitted and matriculated students only, except for courses identified in the schedule as open to non-theatre majors.

Students who have previously attended other universities of colleges may begin in the Theatre Conservatory as either "Transfer Freshmen" or "Transfer Sophomores." (following successful completion of the admission requirements). No undergraduate student may transfer above the sophomore level. The determination of placement is made at the time of admission to the university by the associate dean/director and assistant director of the Theatre Conservatory, and the assistant dean for enrollment and student services at CCPA. The offer of admission will indicate the level at which the student has been placed. Transfer Freshmen are required to complete a minimum four-year residency, and Transfer Sophomores must complete a minimum three-year residency. Courses transferred from the previous school(s) will be reviewed for equivalency to Roosevelt’s requirements during the student’s first advising session at the time of matriculation.

Academic performance

The only acceptable grades for Acting or Musical Theatre majors in courses offered by the Theatre Conservatory are A, A-, B+, B, and B-. Grades of C+ or C will be reviewed by the Theatre Conservatory administration and faculty, to determine if the student is required to repeat the course. Grades of C- or lower in any Theatre Conservatory course are considered unsatisfactory and may not be applied toward the BFA requirements.

Students must earn grades of C- or higher in all general education (non-major area academic) courses. Grades below C- in these courses may not be applied toward the BFA requirements.

Receiving an unsatisfactory grade in a Theatre Conservatory course will be grounds for disciplinary action; receiving an unsatisfactory grade for a second time in the same class may result in dismissal from the Theatre Conservatory. Students should review the grade policies in the Theatre Conservatory Handbook (https://www.roosevelt.edu/~media/Files/pdfs/CCPA/Theatre/Theatre-Student-Handbook-2012-2013.ashx?%3Fla%3Den&sa=U&ved=0ahUKEwj8bnYrSXNAhWkqx4KHS4mDosQfggEMAA&client=internal-uds-cse&usg=AFQjCNFPPhOkvkfQjDz6VZ3RSof8Lx4A) for further information.

Auditions and outside performances

Auditioning is an integral and vital part of the theatre professional’s work. All Acting and Musical Theatre majors in good standing are required to audition for all productions and to complete crew assignments each semester. All students enrolled in programs in The Theatre Conservatory should arrange their schedules to allow ample time for afternoon and evening rehearsals.

Students who wish to be removed from the casting pool in any given semester must obtain the permission of the associate dean/director of the Theatre Conservatory. If permission is granted, the student will still be expected to complete any crew assignments.

Any conflicts with casting assignments that would cause a student to be absent from a rehearsal or performance (e.g. family obligations, work schedules) must be approved in writing by the associate dean/director of the Theatre Conservatory and the show’s director at the beginning of the semester.

For further information on audition requirements and protocols, students should consult the Theatre Conservatory Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~media/Files/pdfs/CCPA/Theatre/Theatre-Student-Handbook-2012-2013.ashx?%3Fla%3Den&sa=U&ved=0ahUKEwj8bnYrSXNAhWkqx4KHS4mDosQfggEMAA&client=internal-uds-cse&usg=AFQjCNFPPhOkvkfQjDz6VZ3RSof8Lx4A).

Students are encouraged to gain appropriate professional experiences during their academic residency. However, the permission of the associate dean/director of the Theatre Conservatory is necessary before students can audition for outside productions. Juniors and seniors with a minimum GPA of 3.0 may seek such experiences. Sophomores may be considered for outside opportunities with the permission of the faculty. Freshmen and students on probation in the Theatre Conservatory are not eligible to participate in theatrical activity outside the conservatory. Further, permission to pursue or accept professional engagements does not exempt the student from fulfilling other academic requirements and policies within the conservatory, such as attendance at classes.

Attendance

Punctual attendance at all classes and rehearsals is an important element of the discipline needed for a career in the performing arts, and is an important sign of respect for instructors, directors, colleagues, and oneself.

In the Theatre Conservatory, for classes that meet once a week, a student’s final grade will be lowered by one-half letter for every absence after one. For classes that meet twice a week, a student’s final grade will be lowered by one-half letter for every absence after two. In both cases, two instances of tardiness are the equivalent of one absence.

Beyond these generic guidelines, any instructor may implement additional attendance policies, which will be published in the class syllabus.
Performance Attendance

Performance Attendance is one of the most important requirements in our program. Collaboration and community are vital to our work as artists. Students must register for Performance Attendance (THAR 099) each semester of study. Although this is a non-credit course, completion of eight semesters of satisfactory Performance Attendance is required for graduation.

To fulfill the requirements for THAR 099, students must attend all Theatre Conservatory performances each semester (both O’Malley Theatre and Miller Studio Theatre productions). Missing any production will result in a failing grade. Students who fail THAR 099 risk loss of scholarship, program probation, ineligibility for graduation, or dismissal from the program.

Professional internships

The Theatre Conservatory encourages advanced students to work with professional theatre companies through specially arranged internships, which can form an important part of their training. Roosevelt University students have interned with the Goodman Theatre, Steppenwolf Theatre Company, Chicago Shakespeare Theatre, Lifeline Theatre, The Court Theatre, as well as many other companies 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.

Health policy

Successful completion of coursework and degree programs in the Theatre Conservatory requires that a student be in good psychological and physical health, and have the stamina required to participate safely.

The conservatory recommends that students undergo regular medical checkups and report any pre-existing vocal, physical, or psychological conditions that might affect their work to the appropriate Theatre faculty member.

Because of the specialized nature of the work involved in theatre training, a general physical examination might not be sufficient to detect conditions such as vocal or orthopedic pathologies. When deemed necessary by a faculty member, students will be required to consult a specialist of the student’s choice, in order to ensure that participation in coursework 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 medical professional verifying that continued participation in training work in the conservatory is not contraindicated, before the student will be allowed to re-enter the class or rehearsal.

The Theatre Conservatory faculty and the college administration will work with students to make reasonable accommodations to assignments and schedules in order to allow for necessary vocal, physical, or psychological rehabilitation. If, however, severe pathological conditions prevent satisfactory participation and/or completion of courses or the degree, a student may be required to take a leave of absence until sufficient health is regained. This determination is made by the associate dean/director of the Theatre Conservatory, in consultation with appropriate faculty and staff.

In cases where the seriousness of the condition makes a leave of absence inappropriate, a student may be dismissed from the program. This determination will be made by the associate dean/director of the Theatre Conservatory, in consultation with appropriate faculty and staff.

Acting, BFA

The BFA in Acting is a pre-professional degree program designed to develop a strong foundation in the skills required for a career as an actor on stage, and in film and television. The Acting program provides students with intensive training in several techniques including Stanislavski based work, viewpoints, period styles, on-camera technique, circus arts, stage combat, and Linklater voice and body technique. Acting Majors also receive training in Dance and voice lessons as part of their curriculum. Along with opportunities to perform in mainstage and blackbox productions, Acting majors also have the opportunity to intern at some of Chicago’s most prestigious theatres including Chicago Shakespeare Theater, Steppenwolf Theater and Goodman Theatre and dozens of smaller Chicago theatres.

Admission Requirements

Students interested in the Acting major should already have a strong background and interest in performance and acting. Performing arts education/course work is a plus but not required.

Please consult the CCPA Admission and Audition Information webpage for the BFA in Acting audition requirements (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx).

Requirements

Theatre, Music and Dance Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 099</td>
<td>PERFORMANCE ATTENDANCE (eight semesters)</td>
<td>0</td>
</tr>
<tr>
<td>THAR 101</td>
<td>BEGINNING VOICE</td>
<td>1</td>
</tr>
<tr>
<td>THAR 191</td>
<td>INTRODUCTION TO PROFESSIONAL THEATRE</td>
<td>1</td>
</tr>
<tr>
<td>THAR 203</td>
<td>SCRIPT ANALYSIS</td>
<td>2</td>
</tr>
<tr>
<td>THAR 206</td>
<td>FUNDAMENTALS OF ACTING I (plus lab)</td>
<td>3</td>
</tr>
<tr>
<td>THAR 207</td>
<td>FUNDAMENTALS OF ACTING II (plus lab)</td>
<td>3</td>
</tr>
<tr>
<td>THAR 210</td>
<td>STAGE MAKE UP I</td>
<td>2</td>
</tr>
<tr>
<td>THAR 220</td>
<td>VOCAL &amp; PHYSICAL PREPARATION I (plus lab)</td>
<td>4</td>
</tr>
<tr>
<td>THAR 221</td>
<td>VOCAL &amp; PHYSICAL PREPARATION II (plus lab)</td>
<td>4</td>
</tr>
<tr>
<td>THAR 225</td>
<td>INTERMEDIATE ACTING I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 226</td>
<td>INTERMEDIATE ACTING II</td>
<td>3</td>
</tr>
<tr>
<td>THAR 231</td>
<td>ACTING ON CAMERA I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 232</td>
<td>VOCAL &amp; PHYSICAL PREPARATION IV: CLASSICAL</td>
<td>3</td>
</tr>
<tr>
<td>THAR 242</td>
<td>VOCAL AND PHYSICAL PREPARATION V: DIALECTS</td>
<td>3</td>
</tr>
<tr>
<td>THAR 247</td>
<td>INTRODUCTION TO TECHNICAL THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>THAR 250</td>
<td>FRESHMAN REHEARSAL &amp; PERFORM</td>
<td>0</td>
</tr>
<tr>
<td>THAR 267</td>
<td>IMPROVISATION FOR THE THEATRE: SPOOLIN TO SILLS TO STORY THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>THAR 270</td>
<td>THE CREATIVE PROCESS I</td>
<td>1</td>
</tr>
<tr>
<td>THAR 271</td>
<td>THE CREATIVE PROCESS II</td>
<td>1</td>
</tr>
<tr>
<td>THAR 292</td>
<td>HISTORY OF THEATRE &amp; DRAMA I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 293</td>
<td>HISTORY OF THEATRE &amp; DRAMA II</td>
<td>3</td>
</tr>
<tr>
<td>THAR 320</td>
<td>ACTING MUSICAL STAGE I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 322</td>
<td>SPECIAL TOPICS IN MUSICAL THEATRE</td>
<td>2</td>
</tr>
<tr>
<td>THAR 330</td>
<td>ACTING ON CAMERA II</td>
<td>3</td>
</tr>
<tr>
<td>THAR 331</td>
<td>ACTING ON CAMERA III</td>
<td>3</td>
</tr>
<tr>
<td>THAR 332</td>
<td>VOCAL/PHYSICAL PREPARATION III</td>
<td>3</td>
</tr>
<tr>
<td>THAR 340</td>
<td>AUDITION AND THEATRE BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>THAR 341</td>
<td>STAGE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>THAR 348</td>
<td>STAGE DIRECTING</td>
<td>1</td>
</tr>
<tr>
<td>THAR 350</td>
<td>REHEARSAL &amp; PERFORMANCE (seven semesters)</td>
<td>0</td>
</tr>
<tr>
<td>THAR 370</td>
<td>ADVANCED CREATIVE PROCESS: YOGA</td>
<td>3</td>
</tr>
<tr>
<td>THAR 371</td>
<td>STAGE COMBAT I</td>
<td>2</td>
</tr>
<tr>
<td>THAR 372</td>
<td>STAGE COMBAT II</td>
<td>3</td>
</tr>
<tr>
<td>THAR 375</td>
<td>ADVANCED VOCAL/PHYSICAL PREPARATION: COMEDY-CHAR</td>
<td>3</td>
</tr>
<tr>
<td>THAR 381</td>
<td>STUDIES IN THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>THAR 382</td>
<td>TECHNIQUES IN ACTING</td>
<td>3</td>
</tr>
<tr>
<td>THAR 383</td>
<td>AMERICAN THEATER: DRAMATIC VISIONS OF SOCIAL JUSTICE</td>
<td>1</td>
</tr>
<tr>
<td>THAR 385</td>
<td>PERFORMANCE ART I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 387</td>
<td>SHAKESPEARE IN PERFORMANCE</td>
<td>3</td>
</tr>
<tr>
<td>THAR 388</td>
<td>ADVANCED ACTING PERIOD STYLES</td>
<td>3</td>
</tr>
<tr>
<td>TDAN 220</td>
<td>BALLET: BASIC/BEGINNING/INTERMEDIATE I</td>
<td>1</td>
</tr>
<tr>
<td>TDAN 221</td>
<td>BALLET: BASIC/BEGINNING/INTERMEDIATE</td>
<td>1</td>
</tr>
<tr>
<td>TVOI 102</td>
<td>THEATER VOICE</td>
<td>1</td>
</tr>
<tr>
<td>TVOI 103</td>
<td>THEATER VOICE</td>
<td>1</td>
</tr>
<tr>
<td><strong>General Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>INTRODUCTION TO SHAKESPEARE</td>
<td>3</td>
</tr>
<tr>
<td>Four courses outside CCPA (may not include theatre, music or dance)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>125</td>
</tr>
</tbody>
</table>

Other subject areas with permission of advisor.

### Musical Theatre BFA

The BFA in Musical Theatre is a pre-professional degree program designed to develop a strong foundation in the skills required for a career as a musical theatre performer, focusing particularly on vocal performance and acting technique. The program blends intensive musical training including music theory, piano skills, and weekly voice lessons with a high level of acting coursework in Linklater technique, scene study, and period styles. Students also receive extensive training in ballet, jazz, modern, tap, and musical theatre dance styles. Musical Theatre majors are eligible for casting in musical productions and plays on the mainstage as well as our blackbox productions.

### Admission requirements

Students interested in the Musical Theatre major should already have a strong background in vocal performance and acting. Dance experience is a plus but not required.

Please consult the CCPA Admission and Audition Information webpage for the BFA in Musical Theatre audition requirements (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx).

### Requirements

#### Theatre, Music and Dance Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 099</td>
<td>PERFORMANCE ATTENDANCE (eight semesters)</td>
<td>0</td>
</tr>
<tr>
<td>THAR 100</td>
<td>FUNDAMENTALS OF MUSIC THEORY</td>
<td>3</td>
</tr>
<tr>
<td>THAR 116</td>
<td>ENSEMBLE SINGING</td>
<td>1</td>
</tr>
<tr>
<td>THAR 125</td>
<td>MUSICIANSHIP-MUSICAL THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>THAR 126</td>
<td>KEYBOARD SKILL-MUSICAL THEATRE</td>
<td>2</td>
</tr>
<tr>
<td>THAR 191</td>
<td>INTRODUCTION TO PROFESSIONAL THEATRE</td>
<td>1</td>
</tr>
<tr>
<td>THAR 203</td>
<td>SCRIPT ANALYSIS</td>
<td>2</td>
</tr>
<tr>
<td>THAR 206</td>
<td>FUNDAMENTALS OF ACTING I (plus lab)</td>
<td>3</td>
</tr>
<tr>
<td>THAR 207</td>
<td>FUNDAMENTALS OF ACTING II (plus lab)</td>
<td>3</td>
</tr>
<tr>
<td>THAR 210</td>
<td>STAGE MAKE UP I</td>
<td>2</td>
</tr>
<tr>
<td>THAR 220</td>
<td>VOCAL &amp; PHYSICAL PREPARATION I (plus lab)</td>
<td>3</td>
</tr>
<tr>
<td>THAR 221</td>
<td>VOCAL &amp; PHYSICAL PREPARATION II (plus lab)</td>
<td>3</td>
</tr>
<tr>
<td>THAR 225</td>
<td>INTERMEDIATE ACTING I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 226</td>
<td>INTERMEDIATE ACTING II</td>
<td>3</td>
</tr>
<tr>
<td>THAR 231</td>
<td>ACTING ON CAMERA I</td>
<td>2</td>
</tr>
<tr>
<td>THAR 232</td>
<td>VOCAL &amp; PHYSICAL PREPARATION IV: CLASSICAL</td>
<td>3</td>
</tr>
<tr>
<td>THAR 242</td>
<td>VOCAL AND PHYSICAL PREPARATION V: DIALECTS</td>
<td>3</td>
</tr>
<tr>
<td>THAR 247</td>
<td>INTRODUCTION TO TECHNICAL THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>THAR 250</td>
<td>FRESHMAN REHEARSAL &amp; PERFORM</td>
<td>0</td>
</tr>
<tr>
<td>THAR 270</td>
<td>THE CREATIVE PROCESS I</td>
<td>1</td>
</tr>
<tr>
<td>THAR 292</td>
<td>HISTORY OF THEATRE &amp; DRAMA I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 293</td>
<td>HISTORY OF THEATRE &amp; DRAMA II</td>
<td>3</td>
</tr>
<tr>
<td>THAR 320</td>
<td>ACTING MUSICAL STAGE I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 321</td>
<td>ACTING FOR MUSICAL STAGE I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 322</td>
<td>ACTING FOR MUSICAL STAGE II</td>
<td>3</td>
</tr>
<tr>
<td>THAR 323</td>
<td>ACTING FOR MUSICAL STAGE IV</td>
<td>3</td>
</tr>
<tr>
<td>THAR 324</td>
<td>HISTORY OF MUSICAL THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>THAR 326</td>
<td>DANCE FOR THE MUSICAL STAGE</td>
<td>3</td>
</tr>
<tr>
<td>THAR 327</td>
<td>SPECIAL TOPICS IN MUSICAL THEATRE</td>
<td>0</td>
</tr>
<tr>
<td>THAR 328</td>
<td>SPECIAL TOPICS IN MUSICAL THEATRE (two semesters)</td>
<td>4</td>
</tr>
</tbody>
</table>
Musical Theatre Dance Concentration, BFA

The BFA in Musical Theatre Dance Concentration is a pre-professional degree program designed to develop a strong foundation in the skills required for a career as a musical theatre performer, focusing particularly on the discipline of dance. The program is a unique blend of Musical Theatre disciplines for the dancer with training in acting, voice and intensive dance studies in Ballet, Jazz, Modern, Tap and Musical Theatre Dance styles. Students in the Dance Concentration will receive specialized training in dance pedagogy, kinesiology, and injury prevention. Dance Concentration students are eligible for casting in musical productions on the mainstage as well as our blackbox productions.

Admission Requirements

Students interested in the Musical Theatre Dance Concentration should already have a strong dance background and be at an intermediate to advanced level of Ballet and Jazz technique. Applicants to this program should be individuals interested in furthering their Dance training while acquiring training in Acting and Vocal Performance.

Please consult the CCPA Admission and Audition Information webpage for the BFA in Musical Theatre Dance Concentration.

Please consult the CCPA Admission and Audition Information webpage for the BFA in Musical Theatre Dance Concentration (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx).

Requirements

Theatre, Dance and Music Requirements

Musical Theatre Dance Concentration, BFA
Roosevelt University

TDAN 280  CORE STYLES & TECHNIQUE III  6
TDAN 281  CORE STYLES & TECHNIQUE IV  6
TDAN 380  CORE STYLES & TECHNIQUE v  6
TDAN 381  CORE STYLES & TECHNIQUE VI  6
Private Voice TVOI (seven semesters)  13

General Studies
ACP 110  PRIMARY TEXTS  3
ENG 101  COMPOSITION I: CRITICAL READING & WRITING  3
ENG 102  COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH  3
ENG 205  INTRODUCTION TO SHAKESPEARE  3
Four courses outside CCPA (may not include theatre, music or dance)  12

Total Credit Hours  142

Theatre, Minor

The theatre minor is available to students pursuing major programs outside CCPA.

Requirements
The requirements for a minor in Theatre are 18 semester hours in Theatre courses, as listed below, with grades of C- or higher.

THAR 099  PERFORMANCE ATTENDANCE (four semesters required)  0
THAR 206  FUNDAMENTALS OF ACTING I  3
THAR 207  FUNDAMENTALS OF ACTING II  3
THAR 247  INTRODUCTION TO TECHNICAL THEATRE  3
THAR 292  HISTORY OF THEATRE & DRAMA I  3
THAR 293  HISTORY OF THEATRE & DRAMA II  3
THAR 341  STAGE MANAGEMENT  3
or THAR 381  STUDIES IN THEATRE  3

Total Credit Hours  18
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 offers undergraduate programs leading to the degrees of Bachelor of Arts and Bachelor of Science. Students who are new to the university or who have not declared an academic major receive advising in the advising centers. Soon after, students in Arts and Sciences are advised in their majors.

Students should consult the catalog page for their major to see their General Education requirements, which are listed along with other detailed requirements for the major.

Further Requirements for BA and BS Degrees in the College of Arts and Sciences

Course Work at the 200 and 300 Level
At least 60 credit hours of work with satisfactory final grades must be completed in courses numbered 200 or higher of which at least 18 credit hours must be in courses numbered 300 or higher.

Grade Point Average
A regular student in good standing becomes a candidate for the degree upon completion of 120 semester hours of work with a grade point average of 2.0 or higher at Roosevelt University. Students are also responsible for checking the grade point average requirements of their majors.

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 consult 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.

Maximum Hours in the Major
At least 69 credit hours (63 credit hours for BS candidates) must be completed outside the student’s major. This rule does not apply to students with interdisciplinary majors. Note that some majors require additional hours outside the major.

Maximum Hours Outside the College
Of the 120 credit hours of coursework required for a degree from the College of Arts and Sciences, a minimum of 90 credit hours must come from coursework within that college, or the equivalent. No more than 30 credit hours of coursework from outside of the College of Arts and Sciences will be accepted toward the degree.

Minors
Many students choose a minor to complement 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. Specific requirements for these minors are listed in the relevant section of this catalog. Students should see their academic advisor for recommendations and approval.

Online Courses
Freshmen may take no more than three credit hours of online course work per semester.

Shared Coursework
Credit hours toward General Education requirements may not be shared with the major.

Credit hours toward General Education requirements may be shared with the minor.

Credits hours between a Major and a Minor may not be shared.

Actuarial Science, BA

Risk analysts and actuaries are expected to earn professional designation from either the Society of Actuaries (http://www.soa.org) (life and health insurance) or the Casualty Actuarial Society (http://www.casact.org) (property and casualty insurance). These societies administer a series of examinations that lead to the risk analyst designation, or for actuaries, 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) (https://www.soa.org/education/exam-req/edu-vee.aspx) requirements in economics, corporate finance, and applied statistics.

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. Risk analysts and actuaries, who evaluate the long-term financial impact of these plans on both the issuing company and the purchasing 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.

Admission
Advanced placement in mathematics is possible for well-prepared students.

Standards
All courses presented for the major and the minor(s) must be completed with grades of C- or higher with an overall GPA of 2.0 or higher. A maximum of two grades of C- may be presented for the major. Repeated courses in the major or minor require specific approval of the department chair. The average grade for all courses taken in actuarial science and mathematics must be C- or higher. Note that although the major only requires a grade of C- or above for graduation, ECON 101 PRINCIPLES
OF ECONOMICS I, ECON 102 PRINCIPLES OF ECONOMICS II, FIN 311 PRINCIPLES OF FINANCE, FIN 321 INVESTMENTS, and ACSC 349 REGRESSION & TIME SERIES must be passed with a grade of B- or above in order to fulfill Validation by Educational Experience (VEE) requirements for the CAS (Casualty Actuarial Society) and the SOA (Society of Actuaries). Students with a grade of C+ or below in any of ECON 101 PRINCIPLES OF ECONOMICS I, ECON 102 PRINCIPLES OF ECONOMICS II, FIN 311 PRINCIPLES OF FINANCE, FIN 321 INVESTMENTS, or ACSC 349 REGRESSION & TIME SERIES are strongly encouraged to retake the course in order to earn a grade of B- or above.

Requirements

- At least four courses in Actuarial Science must be completed at Roosevelt University.
- The BA degree requires a Finance minor (for non-Business majors) (p. 147).
- Students completing a Bachelor of Arts degree in Actuarial Science must take at least one professional exam prior to graduation. Proof should be submitted to the chair.
- All credit must be approved by the department to be applied toward the major.

Recommendations

- Appropriate supporting courses in computer science, economics, and finance are recommended.
- The one-credit course ACSC 101 ACTUARIAL CAREER is strongly recommended for all majors.
- Students should prepare to take an actuarial professional exam early in their degree plan, as this is often a requirement for actuarial internships.
- Students are encouraged to do an actuarial, financial, or statistical internship prior to graduation.

The major sequence for the Bachelor of Arts degree is given below.

### Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 233</td>
<td>CALCULUS III</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 246</td>
<td>LINEAR ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 347</td>
<td>PROBABILITY THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 348</td>
<td>MATHEMATICAL STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 349</td>
<td>REGRESSION &amp; TIME SERIES</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 367</td>
<td>FINANCIAL MATH</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 380FM</td>
<td>ACTUARIAL SCIENCE SEMINAR:EXAM FM/2</td>
<td>3</td>
</tr>
<tr>
<td>or ACSC 380P</td>
<td>ACTUARIAL SCIENCE SEMINAR: EXAM P/1</td>
<td></td>
</tr>
<tr>
<td>CST 150</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select two of the following:

- ACSC 309 DATA MINING
- ACSC 323 cooperation and competition -- game theory and applications
- ACSC 328 LINEAR PROGRAMMING & OPTIMIZATION
- ACSC 369 MODELS FOR LIFE CONTINGENCIES
- ACSC 378 TOPICS IN ACTUARIAL MATH

### VEE requirement (part of Finance minor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I (fulfills portion of social science gen ed requirement)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II (fulfills portion of social science gen ed requirement)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 321</td>
<td>INVESTMENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Courses for the Finance Minor

- 9 credit hours from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

### General Education Requirements

#### Code

<table>
<thead>
<tr>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Communities of Practice</td>
<td></td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
</tr>
<tr>
<td>English Composition</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
</tr>
<tr>
<td>Humanities</td>
<td>Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 110</td>
</tr>
</tbody>
</table>

### Minimum grade of C- required

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C- required
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Actuarial Science, BS

Risk analysts and actuaries are expected to earn professional designation from either the Society of Actuaries (http://www.soa.org) (life and health insurance) or the Casualty Actuarial Society (http://www.caasc.org) (property and casualty insurance). These societies administer a series of examinations that lead to the risk analyst designation, or for actuaries, 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) (https://www.soa.org/education/exam-req/edu-vee.aspx) requirements in economics, corporate finance, and applied statistics.

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. Risk analysts and 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.

Admission

Advanced placement in mathematics is possible for well-prepared students.

Standards

All courses presented for the major and the minor(s) must be completed with grades of C- or higher with an overall GPA of 2.0 in the major. A maximum of two grades of C- may be presented for the major. Repeated courses in the major or minor require specific approval of the department chair. The average grade for all courses taken in actuarial science and mathematics must be C- or higher. Note that although the major only requires a grade of C- or above for graduation, ECON 101 PRINCIPLES OF ECONOMICS I, ECON 102 PRINCIPLES OF ECONOMICS II, FIN 311 PRINCIPLES OF FINANCE, FIN 321 INVESTMENTS, and ACSC 349 REGRESSION & TIME SERIES must be passed with a grade of B+ or above in order to fulfill VEE (Validation by Educational Experience) requirements for the CAS (Casualty Actuarial Society) and the SOA (Society of Actuaries). Students with a grade of C+ or below in any of ECON 101 PRINCIPLES OF ECONOMICS I, ECON 102 PRINCIPLES OF ECONOMICS II, FIN 311 PRINCIPLES OF FINANCE, FIN 321 INVESTMENTS, or ACSC 349 REGRESSION & TIME SERIES are strongly encouraged to retake the course in order to earn a grade of B- or above.

Requirements

- At least four courses in Actuarial Science must be completed at Roosevelt University.
- A student completing a Bachelor of Science degree in Actuarial Science must take at least one professional exam prior to graduation. Proof should be submitted to the department chair.
- All credit must be approved by the department to be applied toward the major.
- At least 60 semester hours must be in actuarial science, mathematics, computer science, natural sciences and/or psychology. (Note that typically fulfilling the standard general education requirements along with the major and concentration requirements will result in at least 60 semester hours.)
- The BS degree requires both a minor in Finance (p. 147) and an additional minor or 15 credit hour supporting sequence in a science. Computer Science is strongly recommended. Approved areas for the BS degree are:
  - Biology (p. 48)
  - Chemistry (p. 52)
  - Computer Science (p. 54) (courses must be above CST 115 DIGITAL MEDIACRAFT, A&S)
  - Physical Science (courses must be at or above PHSC 103 GLOBAL CLIMATE CHANGE)
  - Physics
  - Psychology (p. 99)

Recommendations

- Appropriate supporting courses in computer science, economics, and finance are recommended.
- The one-credit course ACSC 101 ACTUARIAL CAREER is strongly recommended for all majors.
- Students should prepare to take an actuarial professional exam early in their degree plan, as this is often a requirement for actuarial internships.
- Students are encouraged to do an actuarial, financial, or statistical internship prior to graduation.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 233</td>
<td>CALCULUS III</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 246</td>
<td>LINEAR ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 347</td>
<td>PROBABILITY THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 348</td>
<td>MATHEMATICAL STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 349</td>
<td>REGRESSION &amp; TIME SERIES</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 367</td>
<td>FINANCIAL MATH</td>
<td>3</td>
</tr>
</tbody>
</table>
Select two of the following:

- ACSC 309: DATA MINING
- ACSC 323: COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS
- ACSC 328: LINEAR PROGRAMMING & OPTIMIZATION
- ACSC 369: MODELS FOR LIFE CONTINGENCIES
- ACSC 378: TOPICS IN ACTUARIAL MATH
- ACSC 380FM: ACTUARIAL SCIENCE SEMINAR: EXAM FM/2
  or ACSC 380P: ACTUARIAL SCIENCE SEMINAR: EXAM P/1

VEE requirement (part of Finance minor)

- ECON 101: PRINCIPLES OF ECONOMICS I (fulfills a portion of the social science gen ed requirement) 3
- ECON 102: PRINCIPLES OF ECONOMICS II (fulfills a portion of the social science gen ed requirement) 3
- FIN 311: PRINCIPLES OF FINANCE 3
- FIN 321: INVESTMENTS 3

Additional requirements for the finance minor

- Select five sequence courses in an area of science other than MATH (computer science is recommended) 15
- CST 150: COMPUTER SCIENCE I
- CST 250: COMPUTER SCIENCE II
- CST 2XX: COMPUTER SCIENCE ELECTIVE
- CST 309: DATA MINING (Can count either in CST minor or as an ACSC elective, but not both)
- CST 333: DATABASE SYSTEMS

General Education, University Writing Requirement, and Elective courses 43

Total Credit Hours 120

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Academic Communities of Practice

- ACP 101: FIRST YEAR SEMINAR 1
- ACP 110: PRIMARY TEXTS
- ACP 250: GROUNDS FOR CHANGE

English Composition 2

- ENG 101: COMPOSITION I: CRITICAL READING & WRITING
- ENG 102: COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH

Humanities

Actuarial Science, Minor

Our actuarial science minor allows students to prepare for one of the professional exams of the Society of Actuaries (https://www.soa.org/member) and the Casualty Actuary Society (http://www.casact.org) or to earn the Societies’ VEE credit (https://www.soa.org/education/exam-reg/edu-vee.aspx) in the area of applied statistics. Students will be able to specialize in probability, financial mathematics, or statistical modeling. All of these options are especially helpful for a student in business or economics that wishes to strengthen their quantitative skills. Students completing the minor will have a chance to network with actuaries that are employed in the industry and learn about professional skills.

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

Mathematics

- MATH 110: QUANTITATIVE LITERACY (or above) 3

Non-Western requirement

- Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course 2

- LIBS 201: WRITING SOCIAL JUSTICE 3

Science

- One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

Social Sciences

- Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies

Total Credit Hours 49-50

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS).
and culture (through ACSC 101 ACTUARIAL CAREER). The calculus coursework will give them the mathematical framework necessary for work in financial mathematics.

As described in the Occupational Outlook Handbook of the U.S. Bureau of Labor Statistics (http://www.bls.gov/ooh), actuaries answer questions about future risk, make pricing decisions and formulate investment strategies. Any time a company must decide whether to pursue a course of action involving substantial financial risk, they need to consult an actuary. An actuary uses quantitative tools to analyze and plan for future financial situations, such as determining an appropriate price for a company that is about to merge with another business or designing a retirement plan for a company. In addition to insurance companies, actuaries work in government, banks, financial planning and investment companies, consulting firms, public accounting firms, large industrial corporations and labor unions.

Requirements

Students will be required to take at least six hours of 200/300 level courses at Roosevelt. Students must earn a C or higher in each of the courses in order to continue with the minor.

Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACSC 101</td>
<td>ACTUARIAL CAREER</td>
<td>1</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 233</td>
<td>CALCULUS III</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 347</td>
<td>PROBABILITY THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 349</td>
<td>REGRESSION &amp; TIME SERIES</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 367</td>
<td>FINANCIAL MATH</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 378</td>
<td>TOPICS IN ACTUARIAL MATH (Advisor permission required)</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 380FM</td>
<td>ACTUARIAL SCIENCE SEMINAR:EXAM FM/2</td>
<td>3</td>
</tr>
<tr>
<td>ACSC 380P</td>
<td>ACTUARIAL SCIENCE SEMINAR: EXAM P/1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Actuarial Sciences, BS/MS Accelerated Program**

The Mathematics and Actuarial Science faculty at Roosevelt offer an accelerated BS in Actuarial Science (p. 38)/MS in Mathematics with a concentration in Actuarial Science (p. 205) program to eligible students. Students entering this program can earn both bachelor’s and master’s degrees in less time than earning these degrees separately would require.

Risk analysts and actuaries are expected to earn professional designation from either the Society of Actuaries (http://www.soa.org) (life and health insurance) or the Casualty Actuarial Society (http://www.casact.org) (property and casualty insurance). These societies administer a series of examinations that lead to the risk analyst designation, or for actuaries, 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) (https://www.soa.org/education/exam-req/edu-vee.aspx) requirements in economics, corporate finance, and applied statistics.

Students apply to this accelerated program at the end of their sophomore years and are accepted into the degree program during their junior years (after having completed at least 60 credit hours), then begin enrolling in graduate courses in their senior years (after completing 75 credit hours) and complete the requirements for the MS degree in their fifth years.

As undergraduates, eligible students may earn from 9 to 12 credit hours (taking three or four graduate-level courses), which are applied toward both the undergraduate degree and the graduate degree.

Graduate courses taken during the student’s senior year will depend on the courses the student has remaining to complete in the undergraduate degree in actuarial science. Once the student completes the BS, the graduate-level courses taken as an undergraduate will be transferred to the student’s MS transcript.

**Admission**

Applicants must have a desire to become professional actuaries and must be either:

1. Actuarial Science (p. 38) majors at Roosevelt University, minoring in both Finance (p. 147) and Computer Science (p. 54), having a 3.25 GPA (or better) in all actuarial science or mathematics courses taken at Roosevelt, with a minimum of three of these courses by the time of application, or other evidence of scholarly capability. Students should apply at the end of their sophomore years.

2. High school students accepted into the BS in Actuarial Science with a 3.5 GPA (or higher) and a 25 ACT (or higher), or other evidence of scholarly capability.

Accepted students must also agree to finish the MS in mathematics with a concentration in actuarial science (p. 205) program at Roosevelt and maintain good standing in master’s-level courses.

Acceptance into the program will be decided by a departmental committee.

**Degree awards**

The BS is awarded when all undergraduate requirements are completed (with substitution of three or four graduate-level courses for three or four undergraduate courses). The MS is awarded when all graduate requirements are completed.

**Application deadline: May 1**

**African American Studies, BA**

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:

- To provide a fundamental understanding of those economic, social, cultural, and political forces in Africa, Europe, and North and Latin America that have shaped the lives of African peoples with the African Diaspora, c. 1400 to the present.
• To provide a center for basic and action research and the creation of materials that illustrate the problems and development of peoples of African descent in a variety of institutional settings. A major focus of the Drake Center continues to be the Chicago metropolitan area, including urban and suburban enclaves, most notably, the famed Black Metropolis.

• To influence and support conversations about Africa by providing accurate, timely, and appropriate information on selected topics.

• To provide multiple levels of understanding of unique problems of African Americans in contemporary American life and the space required to work toward solutions to those problems.

• To place African American men and women in the complex and often conflicted layers of American society and to show how each has contributed to the development of modern day American society.

• To develop an expanding curriculum and a body of research that informs and influences policy that affects the lives of African Americans.

Students interested in African American subjects are encouraged to take courses in African history and politics. Interested students should consult the director of the Drake Center as early in their academic careers as possible.

The BA in African American Studies will help students gain an interdisciplinary understanding on past and present social, economic, and political conditions of Africans and people of African descent, and to connect their struggles for social and economic justice with those of disenfranchised peoples throughout the world.

**Standards**

Students must complete all course work with a grade of C- or higher, with an overall GPA in the major of at least 2.0.

**Requirements**

Thirty credit hours of course work are required. With the approval of the program director, students select 21 credit hours from African American Studies courses, of which 12 credit hours must be at the 300 level. Also, 9 credit hours must be selected from courses in African history, politics, and culture. At least 15 credit hours of course work must be taken at Roosevelt University.

Courses listed below are only a portion of possible offerings. Check course schedules or meet with an advisor for additions.

### African American Studies Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 102</td>
<td>INTRODUCTION TO AFRICAN-AMERICAN STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>AFS 207</td>
<td>INTRODUCTION TO AFRICAN-AMERICAN LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>AFS 211</td>
<td>PSYCHOLOGY STUDY OF RACISM</td>
<td>3</td>
</tr>
<tr>
<td>AFS 228</td>
<td>AFRICAN-AMERICAN HISTORY:1619-1877</td>
<td>3</td>
</tr>
<tr>
<td>AFS 229</td>
<td>AFRICAN-AMERICAN HISTORY:1877-1960</td>
<td>3</td>
</tr>
</tbody>
</table>

### Advanced 300 Level African American Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 317</td>
<td>THE AFRICAN-AMERICAN WOMAN</td>
<td>3</td>
</tr>
<tr>
<td>AFS 318</td>
<td>THE AFRICAN-AMERICAN MAN</td>
<td>3</td>
</tr>
<tr>
<td>AFS 327</td>
<td>RACE AND ETHNIC RELATIONS</td>
<td>3</td>
</tr>
</tbody>
</table>

### African Studies Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 382</td>
<td>SPECIAL TOPICS: AFRICAN-AMERICAN LEADERSHIP</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Interdisciplinary Courses may apply. See Advisor.

### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 101</td>
<td>INTRODUCTION TO AFRICAN STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>AFS 240</td>
<td>INTRODUCTION TO AFRICA: CULTURE &amp; HISTORY</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Interdisciplinary Courses may apply. See Advisor.

### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

### English Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

### Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies.

### Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements).

### RU mission-related course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

### Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)).

### Social Sciences

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

Total Credit Hours 49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C required
3 Math, Computer Science & Technology, and Science majors have different requirements--see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences.
African American Studies, Minor

There are two options for a minor in African American Studies - AFS minor and Drake Fellows minor, both of which will help students gain an interdisciplinary understanding on past and present social, economic, and political conditions of Africans and people of African descent, and to connect their struggles for social and economic justice with those of disenfranchised peoples throughout the world. Both minor options are open to students across colleges, and many of the courses will also count toward general education and non-western requirements.

The minor requires 5 courses in African and African American Studies, including 3 core courses and 2 electives. At least 3 courses must be taken at Roosevelt, of which 2 courses must be at the 300 Level.

Students also have the option of completing the Drake Fellows minor by taking 6 courses. At least 4 courses must be taken at Roosevelt, of which at least 3 must be at the 300 Level. In addition to the required number of hours, Drake Fellows Minors are required to participate in Drake Center events and activities. Drake Fellows will also have the opportunity to work closely with Drake Center Affiliated Faculty on research projects in which the faculty is involved as well as their own research interests.

The St. Clair Drake Center is involved in a range of interdisciplinary courses that can be used as electives to fulfill the requirements for the minor in African and African-American Studies.

A grade of C- or higher is required in all courses with an overall GPA of 2.0.

African and African American Studies Requirements

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 101</td>
<td>INTRODUCTION TO AFRICAN STUDIES</td>
</tr>
<tr>
<td>AFS 102</td>
<td>INTRODUCTION TO AFRICAN-AMERICAN STUDIES</td>
</tr>
<tr>
<td>AFS 260</td>
<td>SPECIAL TOPICS ON THE DIASPORA</td>
</tr>
</tbody>
</table>

| Advanced African and African American Electives | 6 |

Choose 2 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 300</td>
<td>BREAK THE CHAINS-REVOLT, REBEL</td>
</tr>
<tr>
<td>or AFS 312</td>
<td>UNDERSTANDING DIVERSITY</td>
</tr>
<tr>
<td>or AFS 317</td>
<td>THE AFRICAN-AMERICAN WOMAN</td>
</tr>
<tr>
<td>or AFS 318</td>
<td>THE AFRICAN-AMERICAN MAN</td>
</tr>
<tr>
<td>or AFS 322</td>
<td>SOCIOLOGY OF INEQUALITY</td>
</tr>
</tbody>
</table>

Biochemistry, BS

Roosevelt University offers three chemistry-related degrees: a Bachelor of Arts (BA) in Chemistry, a Bachelor of Science (BS) in Chemistry, and a BS in Biochemistry. All three programs provide sound training in fundamental principles and experimental techniques for understanding and manipulating the interactions of matter. Course requirements differ for each degree. Regardless of the degree selected, chemistry or biochemistry majors interested in teaching science at the elementary or secondary level should meet with an advisor early in their program to plan an appropriate course sequence. Chemistry or biochemistry majors with strong academic backgrounds are encouraged to apply to the Roosevelt Scholars Program.

The BS degree in Biochemistry provides thorough training in the fundamental principles and experimental techniques of chemistry and biology as they apply to biological systems, and emphasizes the interdisciplinary nature of these sciences. This program prepares students for a wide variety of careers, including biological or biochemical research, secondary education, health sciences, government, or industry. The Biochemistry major may lead to work in interdisciplinary sciences such as biotechnology, forensics, environmental science, or pharmacology, and it is well suited to the needs of pre-professional students, including pre-medical students and pre-pharmacy students.

Standards

All courses applying to the biochemistry major, including required supporting courses, must be passed with a grade of C- or higher and a minimum cumulative GPA of 2.0.

Requirements

- Courses applying to the Biochemistry major, including required supporting courses, must be taken on a letter grade basis.
- At least 25 credit hours of the required Biochemistry, Chemistry and/or Biology courses must be completed at Roosevelt University.
- All Biochemistry, Chemistry, and Biology courses must be taken within eight years of graduation to be accepted for credit without examination.
- Entering students with a score of at least 4 on the AP chemistry exam receive 3 credit hours of CHEM 1xx AP Chemistry credit and are waived from CHEM 201 GENERAL CHEMISTRY I. Students with a 3 on the AP chemistry exam receive 3 credit hours of CHEM 1xx AP Chemistry credit and are waived from CHEM 201 GENERAL CHEMISTRY I.
Chemistry credit and satisfy the physical science general education lecture requirement.

### Biology Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (3 credit hour lecture, 2 credit hour lab)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (3 credit hour lecture, 2 credit hour lab)</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (3 credit hour lecture, 2 credit hour lab)</td>
<td>1</td>
</tr>
</tbody>
</table>

### Chemistry Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (3 credit hour lecture, 2 credit hour lab)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (3 credit hour lecture, 2 credit hour lab)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (3 credit hour lecture, 2 credit hour lab)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (3 credit hour lecture, 2 credit hour lab)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 237</td>
<td>QUANTITATIVE ENVIRONMENTAL ANALYSIS (3 credit hour lecture, 2 credit hour lab)</td>
<td>1</td>
</tr>
</tbody>
</table>

### Biochemistry Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 354</td>
<td>EXPERIMENTAL METHODS IN BIOCHEMISTRY &amp; BIOTECHNOLOGY (2 credit hour lab)</td>
<td>1</td>
</tr>
<tr>
<td>BCHM 355</td>
<td>BIOCHEMISTRY (3 credit hour lecture)</td>
<td>1</td>
</tr>
<tr>
<td>BCHM 357</td>
<td>ADVANCED BIOCHEMISTRY (3 credit hour lecture)</td>
<td>1</td>
</tr>
<tr>
<td>BCHM 393</td>
<td>BIOCHEMISTRY SEMINAR (1 credit hour seminar)</td>
<td>1</td>
</tr>
<tr>
<td>or CHEM 393</td>
<td>CHEMISTRY SEMINAR</td>
<td>1</td>
</tr>
</tbody>
</table>

### Physical Chemistry Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 320</td>
<td>PHYSICAL CHEMISTRY FOR BIOSCIENCE (3 credit hour lecture)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 321</td>
<td>PHYSICAL CHEMISTRY: THERMODYNAMICS (3 credit hour lecture. Optional 2 credit hour lab may be taken in partial fulfillment of advanced electives)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 322</td>
<td>PHYSICAL CHEMISTRY: QUANTUM MECHANICS (3 credit hour lecture. Optional 2 credit hour lab may be taken in partial fulfillment of advanced electives)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 323</td>
<td>ATOMIC AND MOLECULAR SPECTROSCOPY (3 credit hour lecture. Optional 2 credit hour lab may be taken in partial fulfillment of advanced electives)</td>
<td>1</td>
</tr>
</tbody>
</table>

### Advanced electives

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10</td>
<td>At least two additional BCHM, BIOL or CHEM courses, including at least two disciplines and at least one laboratory. Up to 3 credits of CHEM, BIOL or BCHM research may be applied to this requirement.</td>
</tr>
<tr>
<td>or BIOL 3XX. Advanced biology elective, above BIO 301</td>
<td>1</td>
</tr>
</tbody>
</table>

### Supporting Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3XX</td>
<td>Advanced chemistry elective, 300 level</td>
<td>1</td>
</tr>
<tr>
<td>BCHM 3xx</td>
<td>Advanced biochemistry elective, 300 level</td>
<td>1</td>
</tr>
</tbody>
</table>

### General Education Requirements including University Writing Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 231</td>
<td>CALCULUS I (5 credit hours)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II (5 credit hours)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (4 credit hours)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (4 credit hours)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 233</td>
<td>CALCULUS-BASED PHYSICS I DISCUSSION (1 credit hours)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 234</td>
<td>CALCULUS-BASED PHYSICS II DISCUSSION (1 credit hours)</td>
<td>1</td>
</tr>
</tbody>
</table>

### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

### English Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Biology, BA**

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 Roosevelt Scholars Program, the honors curriculum of the university.

See the Allied Health program listing for degree programs leading to clinical licensing for fields such as Medical Technology, Nuclear Medicine Technology and Radiation Therapy Technology.

**Requirements**

All students majoring in Biology must complete the core sequence (Biol 201 ORGANISMIC BIOLOGY, BIOL 202 ECOLOGY, EVOLUTION, AND GENETICS, and BIOL 301 CELLULAR & MOLECULAR BIOLOGY), followed by biology electives. 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. Entering biology students with college biology credits may take a biology assessment test which will determine their placement in the core biology courses and which may exempt them from certain core courses.

Note that completion of the core biology sequence also requires the completion of Chem 201 GENERAL CHEMISTRY I, CHEM 202 GENERAL CHEMISTRY II CHEM 211 ORGANIC CHEMISTRY I, and MATH 121 COLLEGE ALGEBRA. Students planning to take the biology or pre-professional core sequence should complete these prerequisites as early in their academic careers as possible and consult with a biology faculty advisor soon after admission to construct an academic plan.

The BA in Biology is an option for students who wish an in-depth humanistic education in biology without completing all of the science and mathematics courses required for the BS in biology. The biology BA allows the flexibility for students to fashion a customized undergraduate experience; for example, completing a double-major or multiple minors. On the other hand, while a BS degree is not as flexible as a BA, in some respects a BS can be more focused on the development of deeper skills within the major subject areas. The choice of biology degree should be made according to how the specific characteristics of the degree fit the student’s aptitude and career goals, and how the student wishes to utilize the undergraduate experience to meet his or her educational objectives.

**Standards**

Courses taken for the major must be taken on a letter grade basis.

**Requirements**

Requirements for the BA degree include 30 credit hours of acceptable credits in biology and at least one 300-level laboratory course beyond BIOL 301 CELLULAR & MOLECULAR BIOLOGY. 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.

- Students must complete the final 30 credit hours of their degree at Roosevelt University; off-site allied health courses do not count towards this requirement.
- At least 20 credit hours in acceptable biology, chemistry, or physics courses must be successfully completed at Roosevelt University; no more than 15 credit hours of acceptable biology courses may be taken completed elsewhere and applied to the BA biology degree.
- Following enrollment, completion of all remaining biology, chemistry, physics and mathematics course requirements for Biology degrees
must be accomplished at Roosevelt University. Under special circumstances, written permission to take required courses elsewhere may be granted by Biology advisors.

- Courses in biology must have been taken within the last eight years to be accepted for graduation.
- No more than six credit hours total of independent study (BIOL 395 INDEPENDENT STUDY), (BIOL 392 RESEARCH IN BIOLOGY), and internships (BIOL 391 MEDICAL INTERNSHIP, BIOL 393 VETERINARY INTERNSHIP or BIOL 396 BIOLOGY INTERNSHIP) in biology may be used to fulfill the requirements of the major.
- Technical and/or clinical courses are not acceptable for transfer credit.
- AP biology credit with a score of 3.0 or higher may apply toward the major in biology or the general education requirements, after consultation with an advisor.
- AP chemistry credit with a score of 4 or higher satisfies the requirements for CHEM 201 with lab.
- At least one biology course with a laboratory above BIOL 301 CELLULAR & MOLECULAR BIOLOGY (not including independent research).
- A grade of C- is the minimal acceptable grade for a course to be applied to the major and the supporting sequence, or to be acceptable as a prerequisite for subsequent courses.
- A minimum GPA of 2.0 is required for all courses in the major.

Courses Required for the Biology BA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select additional biology electives to bring total to a minimum of 30 semester hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 354</td>
<td>EXPERIMENTAL METHODS IN BIOCHEMISTRY &amp; BIOTECHNOLOGY</td>
</tr>
<tr>
<td>BCHM 355</td>
<td>BIOCHEMISTRY</td>
</tr>
<tr>
<td>BCHM 357</td>
<td>ADVANCED BIOCHEMISTRY</td>
</tr>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>ANATOMY &amp; PHYSIOLOGY II</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>KINESIOLOGY</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>DIVERSITY AND EVOLUTION</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>FUNDAMENTALS OF BEHAVIOR NEUROSCIENCE</td>
</tr>
<tr>
<td>BIOL 314</td>
<td>QUANTITATIVE ECOLOGY AND CONSERVATION</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>ECOLOGY</td>
</tr>
<tr>
<td>BIOL 322</td>
<td>BOTANY</td>
</tr>
<tr>
<td>BIOL 323</td>
<td>TROPICAL MARINE BIOLOGY</td>
</tr>
<tr>
<td>BIOL 324</td>
<td>MARINE BIOLOGY</td>
</tr>
<tr>
<td>BIOL 332</td>
<td>ECOLOGY OF TALLGRASS PRAIRIE</td>
</tr>
</tbody>
</table>

BIOL 350 | CANCER BIOLOGY |
BIOL 351 | GENERAL GENETICS |
BIOL 360 | MICROBIOLOGY |
BIOL 367 | IMMUNOLOGY |
BIOL 371 | THE BIOLOGY OF AGING |
BIOL 391 | MEDICAL INTERNSHIP |

Select three courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II</td>
</tr>
<tr>
<td>HIST 348</td>
<td>SOCIAL &amp; CULTURAL HISTORY OF MEDICINE 1500-PRESENT</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II</td>
</tr>
<tr>
<td>MATH 280</td>
<td>MATHEMATICAL MODELING</td>
</tr>
<tr>
<td>MATH 316</td>
<td>HISTORY OF MATHEMATICS</td>
</tr>
<tr>
<td>PHIL 209</td>
<td>CRITICAL THINKING</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>LOGIC</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>ETHICS</td>
</tr>
<tr>
<td>PHIL 331</td>
<td>PHILOSOPHY OF TECHNOLOGY</td>
</tr>
<tr>
<td>PHIL 333</td>
<td>BUSINESS ETHICS</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II</td>
</tr>
<tr>
<td>PSYC 285</td>
<td>RESEARCH METHODS</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>FUNDAMENTALS OF BEHAVIORAL NEUROSCIENCE</td>
</tr>
<tr>
<td>PSYC 336</td>
<td>BRAIN AND BEHAVIOR</td>
</tr>
<tr>
<td>SOC 360</td>
<td>THE BODY</td>
</tr>
</tbody>
</table>

General Education, University Writing Requirement, and Electives

Courses to total 120

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Western requirement
Non-Western course (can be used for Humanities or Social Sciences general education requirements) 3
RU mission-related course 2
LIBS 201 WRITING SOCIAL JUSTICE 3

Science
One biological science and one physical science required (at least one must be a four-hour lab) (not applicable for science majors) 7-8

Social Sciences
Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies 9

Total Credit Hours 49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C- required
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Biology, BS

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 Roosevelt Scholars Program, the honors curriculum of the university.

See the Allied Health program listing for degree programs leading to clinical licensing for fields such as Medical Technology, Nuclear Medicine Technology and Radiation Therapy Technology.

Requirements

All students majoring in Biology must complete the core sequence (BIOL 201 ORGANISMIC BIOLOGY, BIOL 202 ECOLOGY, EVOLUTION, AND GENETICS, and BIOL 301 CELLULAR & MOLECULAR BIOLOGY), followed by biology electives. 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. Entering biology students with college biology credits may take a biology assessment test which will determine their placement in the core biology courses and which may exempt them from certain core courses.

Note that completion of the core biology sequence also requires the completion of CHEM 201 GENERAL CHEMISTRY I, CHEM 202 GENERAL CHEMISTRY II CHEM 211 ORGANIC CHEMISTRY I, and MATH 121 COLLEGE ALGEBRA. Students planning to take the biology or pre-professional core sequence should complete these prerequisites as early in their academic careers as possible and consult with a biology faculty advisor soon after admission to construct an academic plan.

The BS in Biology prepares students for jobs in the biotechnology industry, including pharmaceutical companies, university research laboratories, medical research centers, forensic laboratories, museums and government agencies such as the EPA, OSHA, FDA, IDNR, and the Department of Agriculture. It also prepares students to teach biology at the secondary level and for admission to graduate health professional programs such as medical, dental, veterinary and optometry schools, physician assistant, physical therapy, and nurse practitioner training, and graduate programs in the life sciences. All students considering the BS in Biology should consult an advisor in the Department of Biological, Chemical, and Physical 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 credit hours completed). 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.

Requirements

Courses taken for the major or minor must be taken on a letter grade basis.

- Students must complete the final 30 credit hours of their degree at Roosevelt University.
- A total of 35 credit hours of acceptable biology courses is required for the B.S.
- At least 20 credit hours in acceptable biology, chemistry, and physics courses must be taken at Roosevelt University; not more than 15 credit hours of acceptable biology courses may be completed elsewhere and applied to the BS biology degree.
- Following enrollment, completion of all remaining biology, chemistry, physics and mathematics course requirements for Biology degrees must be accomplished at Roosevelt University. Under special circumstances, written permission to take required courses elsewhere may be granted by biology advisors.
- Courses in biology must have been taken within the past eight years to be accepted for prerequisites and graduation.
- No more than credit hours total of independent study (BIOL 395 INDEPENDENT STUDY), (BIOL 392 RESEARCH IN BIOLOGY), and internships (BIOL 391 MEDICAL INTERNSHIP, BIOL 393 VETERINARY
**Courses Required for the Biology BS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 122</td>
<td>TRIGONOMETRY AND PRECALCULUS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 233</td>
<td>CALCULUS-BASED PHYSICS I DISCUSSION</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 234</td>
<td>CALCULUS-BASED PHYSICS II DISCUSSION</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives**

Select additional biology electives to bring total to a minimum of 35 credit hours:
- BCHM 354: EXPERIMENTAL METHODS IN BIOCHEMISTRY & BIOTECHNOLOGY
- BCHM 355: BIOCHEMISTRY
- BCHM 357: ADVANCED BIOCHEMISTRY
- BIOL 123: ANATOMY & PHYSIOLOGY I
- BIOL 124: ANATOMY & PHYSIOLOGY II
- BIOL 221: KINESIOLOGY
- BIOL 242: ANIMAL BEHAVIOR
- BIOL 302: DIVERSITY AND EVOLUTION
- BIOL 310: FUNDAMENTALS OF BEHAVIOR NEUROSCIENCE

**General Education Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 314</td>
<td>QUANTITATIVE ECOLOGY AND CONSERVATION</td>
<td></td>
</tr>
<tr>
<td>BIOL 315</td>
<td>ECOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 322</td>
<td>BOTANY</td>
<td></td>
</tr>
<tr>
<td>BIOL 323</td>
<td>TROPICAL MARINE BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 324</td>
<td>MARINE BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 332</td>
<td>ECOLOGY OF TALLGRASS PRAIRIE</td>
<td></td>
</tr>
<tr>
<td>BIOL 339</td>
<td>EVOLUTIONARY PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 340</td>
<td>APPLICATIONS IN ENVIRONMENTAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>BIOL 350</td>
<td>CANCER BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 351</td>
<td>GENERAL GENETICS</td>
<td></td>
</tr>
<tr>
<td>BIOL 360</td>
<td>MICROBIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 364</td>
<td>PROTEIN STRUCTURE DETERMINATION</td>
<td></td>
</tr>
<tr>
<td>BIOL 367</td>
<td>IMMUNOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 369</td>
<td>CONSERVATION BIOLOGY: AFRICA</td>
<td></td>
</tr>
<tr>
<td>BIOL 371</td>
<td>THE BIOLOGY OF AGING</td>
<td></td>
</tr>
<tr>
<td>BIOL 391</td>
<td>MEDICAL INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

**General Education, University Writing Requirement, and Electives**

<table>
<thead>
<tr>
<th>Courses to total 120</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>120</td>
</tr>
</tbody>
</table>

1. Must be selected in consultation with an advisor; at least one 300-level laboratory course beyond BIOL 301 CELLULAR & MOLECULAR BIOLOGY

**Academic Communities of Practice**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

**English Composition**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities**

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

**Mathematics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Western requirement**

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

**RU mission-related course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>
One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors) 7-8

Social Sciences
Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies 9

Total Credit Hours 49-50

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C- required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Biology, Minor

Students may earn a minor in Biology by successfully completing four biology courses and at least 15 credit hours in biology.

Standards
Students must complete all courses counted toward the Biology minor with a grade of C- or higher, and a cumulative GPA of 2.0.

Requirements
Students who have transferred three or more biology courses may earn a minor in Biology (at least 15 credit hours) by completing at least two additional biology courses (at least one with a laboratory) totaling at least 8 credit hours at Roosevelt University.

Prerequisites
None of the courses listed below for non-majors has a chemistry prerequisite.

Recommended for Non-science Majors
Select at least 15 credit hours in biology: 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111</td>
<td>HUMAN BIOLOGY</td>
</tr>
<tr>
<td>BIOL 112</td>
<td>ENVIRONMENTAL BIOLOGY</td>
</tr>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I</td>
</tr>
</tbody>
</table>

Recommended for Science Majors and Other Students with the Appropriate Chemistry Background
Select at least 15 credit hours in biology: 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY</td>
</tr>
</tbody>
</table>

One additional Biology elective

Chemistry, BA

Roosevelt University offers three chemistry-related degrees: a Bachelor of Arts (BA) in Chemistry, a Bachelor of Science (BS) in Chemistry, and a BS in Biochemistry. All three programs provide sound training in fundamental principles and experimental techniques for understanding and manipulating the interactions of matter. Course requirements differ for each degree. Regardless of the degree selected, chemistry or biochemistry majors interested in teaching science at the elementary or secondary level should meet with an advisor early in their program to plan an appropriate course sequence. Chemistry or biochemistry majors with strong academic backgrounds are encouraged to apply to the Roosevelt Scholars Program.

The BA Chemistry degree provides training in four major chemistry sub-disciplines, as well as advanced coursework and laboratory experience in a sub-discipline of the student’s choice. At 42 to 45 credits of Chemistry, the BA allows room for non-chemistry electives, and is appropriate for students who wish to combine a strong background in chemistry with substantial coursework in another discipline. The BA is a popular choice for students who intend further study or work in a chemistry-related area such as pharmacy, dentistry, medicine, veterinary medicine, government, business, environmental science or policy, education, or law.

Standards

- Chemistry, Biochemistry, Mathematics and Physics courses may not be taken pass/fail, and must be passed with a letter grade of C- or higher and a minimum cumulative math and science GPA of 2.0.
- At least 27 credit hours of Chemistry courses must be completed at Roosevelt University.
- All Chemistry and supporting Math and Physics courses must be taken within eight years of graduation to be accepted for credit without examination.
- Entering students with a score of at least 4 on the AP chemistry exam receive 3 credit hours of CHEM 1xx AP Chemistry credit and are waived from CHEM 201 GENERAL CHEMISTRY I. Students with a 3 on the AP chemistry exam receive 3 credit hours of CHEM 1xx AP Chemistry credit and satisfy the physical science general education lecture requirement.

Requirements

Chemistry Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (3 credit hour lecture, 2 credit hour lab)</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (3 credit hour lecture, 2 credit hour lab)</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (3 credit hour lecture, 2 credit hour lab)</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (3 credit hour lecture, 2 credit hour lab)</td>
</tr>
<tr>
<td>CHEM 237</td>
<td>QUANTITATIVE ENVIRONMENTAL ANALYSIS (3 credit hour lecture, 2 credit hour lab)</td>
</tr>
</tbody>
</table>

**Introductory Physical Chemistry Requirement. Select one of the following courses for 3 credit hours.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 320</td>
<td>PHYSICAL CHEMISTRY FOR BIOSCIENCE (3 credit hour lecture)</td>
<td></td>
</tr>
<tr>
<td>CHEM 321</td>
<td>PHYSICAL CHEMISTRY: THERMODYNAMICS (3 credit hour lecture. Optional 2 credit hour lab may also be taken in partial fulfillment of Advanced Lab Elective)</td>
<td></td>
</tr>
<tr>
<td>CHEM 323</td>
<td>ATOMIC AND MOLECULAR SPECTROSCOPY (3 credit hour lecture. Optional 2 credit hour lab may be taken in partial fulfillment of Advanced Lab Elective)</td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Physical Chemistry Requirement. Select one of the following courses for 3 credit hours.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 322</td>
<td>PHYSICAL CHEMISTRY: QUANTUM MECHANICS (3 credit hour lecture. Optional 2 credit hour lab may also be taken in partial fulfillment of Advanced Lab Elective)</td>
<td></td>
</tr>
<tr>
<td>CHEM 341</td>
<td>INORGANIC CHEMISTRY (3 credit hour lecture)</td>
<td></td>
</tr>
<tr>
<td>BCHM 344</td>
<td>BIOINORGANIC CHEMISTRY (3 credit hour lecture)</td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Chemistry Laboratory Elective. Select one of the following options for 4-5 credit hours.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 313</td>
<td>ADVANCED ORGANIC CHEMISTRY LAB (3 credit hour lecture, 2 credit hour lab)</td>
<td></td>
</tr>
<tr>
<td>CHEM 337</td>
<td>INSTRUMENTAL ANALYSIS (3 credit hour lecture, 2 credit hour lab)</td>
<td></td>
</tr>
<tr>
<td>CHEM 347</td>
<td>ADVANCED INORGANIC CHEMISTRY LAB (3 credit hour lecture, 2 credit hour lab)</td>
<td></td>
</tr>
</tbody>
</table>

**CHEM 321** Thermodynamics lab (2 credit hours) AND either **CHEM 322** Quantum Mechanics lab (2 credit hours) or **CHEM 323** Spectroscopy lab (2 credit hours)

**CHEM 321** Thermodynamics Lab (2 credit hours) OR **CHEM 322** Quantum Mechanics Lab (2 credit hours) OR **CHEM 323** Spectroscopy lab (2 credit hours), AND one additional **CHEM 3xx** lecture elective (3 credit hours)

**Additional Chemistry Elective**

Choose any 300-level CHEM or BCHM elective for at least 3 credit hours, which has not been used to satisfy other BA Chem requirements. 1

**Chemistry seminar and exit assessment**

Select one of the following for 1 credit hour. Seminar includes a comprehensive exit assessment and should be taken in the last or second-to-last semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 393</td>
<td>CHEMISTRY SEMINAR</td>
<td></td>
</tr>
<tr>
<td>BCHM 393</td>
<td>BIOCHEMISTRY SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>

**Required Supporting Sequence**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 231</td>
<td>CALCULUS I (5 credit hours)</td>
<td></td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II (5 credit hours)</td>
<td></td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (4 credit hours)</td>
<td></td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (4 credit hours)</td>
<td></td>
</tr>
<tr>
<td>PHYS 233</td>
<td>CALCULUS-BASED PHYSICS I DISCUSSION (1 credit hours)</td>
<td></td>
</tr>
<tr>
<td>PHYS 234</td>
<td>CALCULUS-BASED PHYSICS II DISCUSSION (1 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Requirements including University Writing Requirement**

See College of Arts & Sciences General Education requirements below, as well as B.A. Chemistry major footnotes 2-5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credit Hours</td>
<td>120-129</td>
<td></td>
</tr>
</tbody>
</table>

1. May be lecture only or lecture plus laboratory. With permission of the chemistry program chair, the chemistry elective can be substituted for 3 credit hours of approved CHEM 392 Chemistry Research. To apply to the major, chemistry research should be a substantive laboratory or computational project, performed under the direction of a faculty sponsor, resulting in a report, paper, poster or presentation, and completed with a minimum acceptable grade of C. Each credit hour of CHEM 392 requires the equivalent of 3 hours of active research per week over a 15 week semester.

2. B.A. Chemistry majors satisfy the general education mathematics requirement through the major (Math 231)

3. B.A. Chemistry majors satisfy the general education physical science and laboratory requirements through the major, for example via CHEM 201 with laboratory, or any higher CHEM course with laboratory

4. B.A. Chemistry majors do not automatically satisfy the general education biological sciences requirement through the major. BA Chemistry majors should select 3 credits of biology at the 100 level or higher to fulfill this requirement. However, if BCHM 355 is selected to complete the additional chemistry elective, it also fulfills the biology general education requirement.

5. B.A. Chemistry majors are highly encouraged to fill one of their social science or humanities general education electives with a course that simultaneously satisfies the nonwestern attribute. Additionally, B.A. Chemistry majors intending to pursue graduate programs in pharmacy should fulfill one social science requirement with ECON 101 or ECON 102, and should fulfill one humanities requirement with SPCH 101.

**General Education Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>
### Arts and Sciences

**These quantitative requirements also apply to degrees in the College of**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

### Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

### Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) ³</td>
<td>3</td>
</tr>
</tbody>
</table>

### Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

### RU mission-related course ²

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

### Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors))

### Social Sciences

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies

### Total Credit Hours

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>49-50</td>
</tr>
</tbody>
</table>

---

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C- required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

### Chemistry, BS

Roosevelt University offers three chemistry-related degrees: a Bachelor of Arts (BA) in Chemistry, a Bachelor of Science (BS) in Chemistry, and a BS in Biochemistry. All three programs provide sound training in fundamental principles and experimental techniques for understanding and manipulating the interactions of matter. Course requirements differ for each degree. Regardless of the degree selected, chemistry or biochemistry majors interested in teaching science at the elementary or secondary level should meet with an advisor early in their program to plan an appropriate course sequence. Chemistry or biochemistry majors with strong academic backgrounds are encouraged to apply to the Roosevelt Scholars Program.

The BS Chemistry degree is certified by the American Chemical Society and provides 55 to 57 credits of rigorous training in the five major chemistry sub-disciplines, including more than 400 hours of laboratory training beyond the general chemistry level. The ACS-certified BS degree is recommended for students whose career goals include direct employment as a professional chemist or graduate school in chemistry, engineering or other physical sciences. Chemistry majors obtain substantial practical experience using modern experimental methods and scientific equipment, and are prepared for careers in such diverse settings as research, education, government, and industry. Some of the options that are available to Chemistry graduates include:

- Attend graduate school and earn MS or PhD degree in chemistry or related disciplines.
- Attend medical, dental, pharmacy, or veterinary school.
- Attend law school (specializing in environmental or patent law).
- Work in industry, for example in analytical chemistry, synthesis, formulations, quality assurance, or research and development.
- Work as a clinical laboratory scientist in a medical or hospital laboratory.
- Work as an analytical or forensic chemist for private contract laboratories or for city, state or federal government agencies.
- With education coursework, teach sciences at the primary or secondary level.
- Work in technical, chemical, pharmaceutical, or scientific/clinical instrument sales.

### Standards

- Chemistry, Biochemistry, Mathematics, and Physics courses may not be taken pass/fail, and must be passed with a letter grade of C- or higher and a minimum cumulative math and science GPA of 2.0.
- At least 27 credit hours of the required Chemistry courses must be completed at Roosevelt University.
- All Chemistry and supporting Math and Physics courses must be taken within eight years of graduation to be accepted for credit without examination.
- Entering students with a score of at least 4 on the AP chemistry exam receive 3 credit hours of CHEM 1xx AP Chemistry credit and are waived from CHEM 201 GENERAL CHEMISTRY I. Students with a 3 on the AP chemistry exam receive 3 credit hours of CHEM 1xx AP Chemistry credit and satisfy the physical science general education lecture requirement.

### Required preparatory chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (3 credit hour lecture, 2 credit hour lab)</td>
<td>10</td>
</tr>
</tbody>
</table>
CHEM 202  GENERAL CHEMISTRY II (3 credit hour lecture, 2 credit hour lab)

**Required chemistry foundation (21 credit hours, 172.5 lab hours)**

CHEM 211  ORGANIC CHEMISTRY I (3 credit hour lecture, 2 credit hour lab, 57.5 lab hours)

CHEM 237  QUANTITATIVE ENVIRONMENTAL ANALYSIS (3 credit hour lecture, 2 credit hour lab, 57.5 lab hours)

CHEM 321  PHYSICAL CHEMISTRY: THERMODYNAMICS (3 credit hour lecture, 2 credit hour lab, 57.5 lab hours)

CHEM 341  INORGANIC CHEMISTRY (3 credit hour lecture)

BCHM 355  BIOCHEMISTRY (3 credit hour lecture)

**Required chemistry depth courses (11 credit hours, 115 lab hours)**

CHEM 212  ORGANIC CHEMISTRY II (3 credit hour lecture, 2 credit hour lab, 57.5 lab hours)

CHEM 322  PHYSICAL CHEMISTRY: QUANTUM MECHANICS (3 credit hour lecture, 2 credit hour lab, 57.5 lab hours)

CHEM 393  CHEMISTRY SEMINAR (1 credit hour)

**Elective chemistry depth courses**

Select at least two of the following for at least 10 credit hours; and at least 112.5 lab hours:

CHEM 313  ADVANCED ORGANIC CHEMISTRY LAB (3 credit hour lecture, 2 credit hour lab, 75 lab hours)

CHEM 337  INSTRUMENTAL ANALYSIS (3 credit hour lecture, 2 credit hour lab, 75 lab hours)

CHEM 347  ADVANCED INORGANIC CHEMISTRY LAB (3 credit hour lecture, 2 credit hour lab, 75 lab hours)

BCHM 354 & BCHM 357  EXPERIMENTAL METHODS IN BIOCHEMISTRY & BIOTECHNOLOGY and ADVANCED BIOCHEMISTRY (Combination provides 5 credit hours and 45 lab hours)

CHEM 323  ATOMIC AND MOLECULAR SPECTROSCOPY (3 credit hour lecture, 2 credit hour lab, 57.5 lab hours)

**Chemistry or Biochemistry major elective or research**

Select one of the following for at least 3 credit hours

CHEM 392  RESEARCH IN CHEMISTRY

CHEM 3xx. Any 3 credit hour CHEM course not otherwise applied to BS Chemistry requirements.

BCHM 3xx. Any 3 credit hour BCHM course not otherwise applied to BS Chemistry requirements, excluding BCHM 320.

**Required supporting sequence**

MATH 231  CALCULUS I (5 credit hours)

MATH 232  CALCULUS II (5 credit hours)

PHYS 201  INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (4 credit hours)

PHYS 202  INTRO TO NON-CALCULUS PHYSICS II (4 credit hours)

PHYS 233  CALCULUS-BASED PHYSICS I DISCUSSION (1 credit hour)

PHYS 234  CALCULUS-BASED PHYSICS II DISCUSSION (1 credit hour)

**Required mathematics elective. Select one course for 3 credit hours from the following**

MATH 217  ELEMENTARY STATISTICS

MATH 233  CALCULUS III

MATH 238  APPLIED PROBABILITY AND STATISTICS

MATH 245  DISCRETE STRUCTURES

MATH 246  LINEAR ALGEBRA

MATH 280  MATHEMATICAL MODELING

MATH 307  DIFFERENTIAL EQUATION/MODELING

**General Education Requirements including University Writing Requirement**

See College of Arts & Sciences General Education Requirements below, as well as B.S. Chemistry major footnotes 2-4

**Minor or free elective courses to total 120 credit hours**

Total Credit Hours 120-123

1. To apply to the major, chemistry research should be a substantive laboratory or computational project, performed under the direction of a faculty sponsor, resulting in a report, paper, poster or presentation, and completed with a minimum acceptable grade of C. Each credit hour of CHEM 392 requires the equivalent of 3 hours of active research per week over a 15 week semester.

2. B.S. Chemistry majors satisfy the general education mathematics requirement through the major (Math 231)

3. B.S. Chemistry majors satisfy all science general education requirements, including biology, physical science and laboratory requirements through the major.

4. B.S. Chemistry majors are highly encouraged to fill one of their social science or humanities general education electives with a course that simultaneously satisfies the nonwestern attribute. Additionally, B.S. Chemistry majors intending to pursue graduate programs in pharmacy should fulfill one social science requirement with ECON 101 or ECON 102, and should fulfill one humanities general education requirement with SPCH 101.

**General Education Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Academic Communities of Practice

2. English Composition
Humanities
Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies 9

Mathematics
MATH 110 QUANTITATIVE LITERACY (or above) 3 3

Non-Western requirement
Non-Western course (can be used for Humanities or Social Sciences general education requirements) 3

RU mission-related course 2
LIBS 201 WRITING SOCIAL JUSTICE 3

Science
One biological science and one physical science required 7-8
(at least one must be a four-hour lab (not applicable for science majors)

Social Sciences
Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies 9

Total Credit Hours 49-50

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Chemistry, Minor
The Chemistry minor provides comprehensive training in general chemistry, organic chemistry, and one additional chemistry discipline of the student's choice. Chemistry is a useful minor for students majoring in Biology, Allied Health, Psychology, Sustainability, Business, Criminal Justice, or Elementary or Secondary Education, and/or for students anticipating post-baccalaureate study in medicine, pharmacy, dentistry or other health professions. Student may earn a minor in Chemistry by completing 25 to 26 credit hours.

Requirements

Residency requirement. At least 8 credit hours of Chemistry, including at least one laboratory course, must be completed at Roosevelt University.

Chemistry Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
</tbody>
</table>

Chemistry Laboratory Elective
Select one of the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 237</td>
<td>QUANTITATIVE ENVIRONMENTAL ANALYSIS (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 313</td>
<td>ADVANCED ORGANIC CHEMISTRY LAB (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 321</td>
<td>PHYSICAL CHEMISTRY: THERMODYNAMICS (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 322</td>
<td>PHYSICAL CHEMISTRY: QUANTUM MECHANICS (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 323</td>
<td>ATOMIC AND MOLECULAR SPECTROSCOPY (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 347</td>
<td>ADVANCED INORGANIC CHEMISTRY LAB (3 credit hour lecture, 2 credit hour lab)</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credit Hours 25-26

1. With permission of the chemistry program chair, the chemistry laboratory elective can be substituted for 3 credit hours of a CHEM 3xx lecture elective and 2-3 credit hours of approved CHEM 392 Chemistry Research. To apply to the minor, chemistry research should be a substantive laboratory or computational project, performed under the direction of a faculty sponsor, resulting in a report, paper, poster or presentation, and completed with a minimum acceptable grade of C. Each credit hour of CHEM 392 requires the equivalent of 3 hours of active research per week over a 15 week semester.

Child and Family Studies Concentration
The Concentration in Child and Family Studies allows undergraduates to learn about child development from an interdisciplinary perspective, and addresses areas such as parenting, schooling, and the place of children and families in society.

Requirements
Four courses (12 credit hours) are required to earn a Concentration in Child and Family Studies. Students choose three electives from the list below; at least one of these must be at the 300 level. Because of the
interdisciplinary nature of this concentration, students must choose at least one elective in an area/department outside of their major.

Only one elective class can be transferred from another institution. All courses must be passed with a grade of C- or higher. A minimum cumulative GPA of 2.0 is required for all courses in the concentration.

The fourth course is the capstone class (PSYC 398 FIELD PLACEMENT WITH CHILDREN) in which students complete a 72 hour service-learning placement in an organized setting that caters to children and families, e.g., school classrooms, child care facilities, after-school YMCA programs, pediatric health care settings. Early enrollment and instructor approval are required for this capstone class.

<table>
<thead>
<tr>
<th>Required course</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 398</td>
<td>FIELD PLACEMENT WITH CHILDREN</td>
</tr>
</tbody>
</table>

Choose three courses from the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJL 220</td>
<td>JUVENILE JUSTICE</td>
</tr>
<tr>
<td>ECHD 309</td>
<td>CHILD, FAMILY AND COMMUNITY</td>
</tr>
<tr>
<td>ECHD 334</td>
<td>LANGUAGE DEVELOPMENT</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
</tr>
<tr>
<td>or PSYC 254</td>
<td>CHILDHOOD AND ADOLESCENCE</td>
</tr>
<tr>
<td>EDUC 311</td>
<td>ADOLESCENT DEVELOPMENT</td>
</tr>
<tr>
<td>PSYC 215</td>
<td>LEARNING &amp; DEVELOPMENTAL DISABILITIES</td>
</tr>
<tr>
<td>PSYC 319</td>
<td>CHILDHOOD &amp; ADOLESCENCE PSYCHOPATHOLOGY</td>
</tr>
<tr>
<td>PSYC 335</td>
<td>HUMAN DEVELOPMENT AS A CULTURAL PROCESS</td>
</tr>
<tr>
<td>PSYC 368</td>
<td>CHILD ABUSE/FAMILY VIOLENCE</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>CHILDREN AND FAMILIES</td>
</tr>
<tr>
<td>PSYC 392</td>
<td>CHILDREN, PSYCHOLOGY, &amp; LAW</td>
</tr>
<tr>
<td>READ 339</td>
<td>YOUNG ADULT LITERATURE</td>
</tr>
<tr>
<td>SOC 215</td>
<td>THE FAMILY</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

### Computer Science, BS

The Department of Computer Science and Information Technology offers three majors in Computer Science, Information Technology, and Data Analytics. 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. A minimum of 15 credit hours of CST coursework must be completed at Roosevelt University.

Because of the rapidly changing nature of this field of study, computing courses taken more than eight years ago cannot be counted towards degree requirements unless the student has been continuously registered since the time the course was taken (excluding summers). A double major among any of the CST majors is not offered because of the aligned nature of these degree programs. For additional information, please view the Department of Computer Science and Information Technology website (https://www.roosevelt.edu/CAS/Programs/CS.aspx).

The Computer Science 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.

At least 30 credit hours of credit must be taken at Roosevelt University, with at least 15 of these in the computer science major; at most 60 credit hours may be taken at the 100 level. At least 69 credit hours must be in non-computing courses. Students planning to pursue an MS in computer science should take MATH 231 CALCULUS I, MATH 245 DISCRETE STRUCTURES, and MATH 246 LINEAR ALGEBRA, as well as CST 280 INTRODUCTION TO ALGORITHMS in their curriculum.

### Requirements

The final 30 credit hours of the degree must be taken at Roosevelt University. At least 15 credit hours of credit in the computer science major must also be taken at Roosevelt. At most 60 credit hours may be taken at the 100 level. At least 63 credit hours must be in non-computing courses. A minor in mathematics is required.

Further requirements for the BS Degree:

- at least 60 credit hours in the computer sciences, natural sciences, mathematics, and/or psychology;
- a supporting sequence of 15 credit hours in one second science discipline (biology, chemistry, computer science, data analytics, mathematics, physical science, physics, or psychology), excluding MATH 115 QUANTITATIVE & SPATIAL REASONING or lower; CST 115 DIGITAL MEDIACRAFT, A&S or lower; PHSC 102 PHYSICAL GEOGRAPHY II or lower

#### Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 150</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>CST 250</td>
<td>COMPUTER SCIENCE II</td>
<td>4</td>
</tr>
<tr>
<td>CST 280</td>
<td>INTRODUCTION TO ALGORITHMS</td>
<td>3</td>
</tr>
<tr>
<td>CST 311</td>
<td>ANALYSIS OF REAL WORLD NETWORKS</td>
<td>3</td>
</tr>
<tr>
<td>CST 317</td>
<td>OPERATING SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>CST 333</td>
<td>DATABASE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>CST 370</td>
<td>SOFTWARE ENGINEERING I</td>
<td>3</td>
</tr>
<tr>
<td>CST 372</td>
<td>PROGRAMMING LANGUAGES</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 337</td>
<td>THEORY OF COMPUTATION</td>
</tr>
<tr>
<td>CST 338</td>
<td>EFFICIENT COMPUTING</td>
</tr>
<tr>
<td>CST 387</td>
<td>ALGORITHM DESIGN</td>
</tr>
</tbody>
</table>

#### Electives

Three 300+ level CST courses 9

#### Project-Based Course

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 309</td>
<td>DATA MINING</td>
</tr>
<tr>
<td>CST 376</td>
<td>DISTRIBUTED APPLICATIONS</td>
</tr>
<tr>
<td>CST 399</td>
<td>SENIOR PROJECT</td>
</tr>
<tr>
<td>CST 312</td>
<td>BIG DATA</td>
</tr>
<tr>
<td>CST 343</td>
<td>O.O.P AND WEB SERVICES</td>
</tr>
<tr>
<td>CST 365</td>
<td>NETWORK APPLICATIONS PROGRAM</td>
</tr>
<tr>
<td>CST 367</td>
<td>WEB-BASE DATABASE APPLICATIONS</td>
</tr>
<tr>
<td>3XX</td>
<td>Other Programming Course</td>
</tr>
</tbody>
</table>

#### Required Math Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>
MATH 245 DISCRETE STRUCTURES 3
MATH 246 LINEAR ALGEBRA 3

**General Education, University Writing Requirement, and Electives**
Courses to total 120 70
Total Credit Hours 120

### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td><strong>English Composition</strong> 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Non-Western requirement</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Non-Western course (can be used for Humanities or Social Sciences general education requirements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RU mission-related course</strong> 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td>7-8</td>
</tr>
<tr>
<td>One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors))</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 49-50

---

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C- required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

### Computer Science, Minor

The Computer Science minor is a great way to broaden your horizons to gain a deeper understanding of computing technology. Students may earn a minor in Computer Science by successfully completing five courses in CST.

### Standards

All CST courses must be passed with a grade of C- or higher. Note: Some CST courses have mathematics prerequisites.

### Requirements

Five courses in CST are required. At least three 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.

#### Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 150</td>
<td>COMPUTER SCIENCE I</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two CST electives at the 200 level or higher</td>
<td>6</td>
</tr>
<tr>
<td>Two CST electives at the 300 level</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 16

### Data Analytics, BS

The Department of Computer Science and Information Technology offers three majors in Computer Science, Information Technology, and Data Analytics. 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. A minimum of 15 credit hours of CST coursework must be completed at Roosevelt University.

Because of the rapidly changing nature of this field of study, computing courses taken more than eight years ago cannot be counted towards degree requirements unless the student has been continuously registered since the time the course was taken (excluding summers). A double major among any of the CST majors is not offered because of the aligned nature of these degree programs. For additional information, please view the Department of Computer Science and Information Technology website (https://www.roosevelt.edu/CAS/Programs/CS.aspx).

The Data Analytics degree teaches students to use technology to gather, analyze and interpret data, facilitating decision making. "Big data" has become a force for competitive advantage. This program covers variety of approaches and methods related to the analysis and exploitation of data as an enterprise asset with a focus on solid fundamentals leading to applications from data mining to computer vision. Graduates are
positioned to join this growing field in a variety of professions and industries.

**Requirements**

The final 30 credit hours must be taken at Roosevelt University. At least 15 credit hours of credit in the Data Analytics major must also be taken at Roosevelt. At most 60 credit hours may be taken at the 100 level. At least 63 credit hours must be in non-computing classes.

Students planning to pursue an MS in Computer Science should take MATH 231 CALCULUS I, MATH 245 DISCRETE STRUCTURES and MATH 246 LINEAR ALGEBRA as well as CST 280 INTRODUCTION TO ALGORITHMS in their curriculum.

A minor is required, with Math or Business recommended.

Further requirements for the BS Degree:

- at least 60 credit hours in the computer sciences, natural sciences, mathematics, and/or psychology;
- a supporting sequence of 15 credit hours in one second science discipline (biology, chemistry, computer science, data analytics, mathematics, physical science, physics, or psychology), excluding MATH 115 QUANTITATIVE & SPATIAL REASONING or lower;
- CST 115 DIGITAL MEDIACRAFT, A&S or lower; PHSC 102 PHYSICAL GEOGRAPHY II or lower

**Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 150</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>CST 280</td>
<td>INTRODUCTION TO ALGORITHMS (only offered in Fall semester)</td>
<td>3</td>
</tr>
<tr>
<td>CST 309</td>
<td>DATA MINING</td>
<td>3</td>
</tr>
<tr>
<td>CST 310</td>
<td>COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>CST 311</td>
<td>ANALYSIS OF REAL WORLD NETWORKS</td>
<td>3</td>
</tr>
<tr>
<td>CST 333</td>
<td>DATABASE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>CST 387</td>
<td>ALGORITHM DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>MATH 349</td>
<td>REGRESSION &amp; TIME SERIES</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select five of the following: 15

- CST 312  BIG DATA
- CST 328  LINEAR PROGRAM & OPTIMIZATION
- CST 345  COMBINATORICS
- CST 350  BOOLEAN ALGEBRA/SWITCHING THEORY
- CST 380  PATTERN RECOGNITION
- CST 381  INTELLIGENT SYSTEMS
- CST 390  SPECIAL TOPICS
- MATH 347  PROBABILITY THEORY
- MATH 367  FINANCIAL MATH
- MATH 352  ANALYSIS

**General Education, University Writing Requirement, and Electives**

Courses to total 120 80

Total Credit Hours 120

For the required courses for a minor, see the corresponding department’s section of the catalog.

**General Education Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities**

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

**Mathematics**

MATH 110 QUANTITATIVE LITERACY (or above) 3 3

**Non-Western requirement**

Non-Western course (can be used for Humanities or Social Sciences general education requirements) 3

**RU mission-related course**

LIBS 201 WRITING SOCIAL JUSTICE 3

**Science**

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)) 7-8

**Social Sciences**

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies 9

Total Credit Hours 49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C required
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
Diagnostic Medical Sonography, BS

Health care professions separate from nursing, medicine, and pharmacy provide a range of diagnostic, technical, therapeutic and direct patient care and support services that are critical to other health professionals they work with and the patients they serve.

The overall employment outlook for individuals with professional certifications varies, but is projected to be good to excellent by the U.S. Bureau of Labor Statistics. The BS degrees include Diagnostic Medical Sonography, Histotechnology, Medical Technology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography. These areas involve completing required course work at Roosevelt University, followed by clinical training at the appropriate affiliate clinical site. A separate application to the clinical training program is required, and acceptance is not guaranteed. Roosevelt University offers five programs with clinical training at Northwestern Memorial Hospital, Chicago (Diagnostic Medical Sonography, Histotechnology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography) and one program with clinical training at NorthShore Health Systems, Evanston (Medical Technology).

Requirements

Courses taken for the major 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 to be acceptable as a prerequisite for subsequent courses. A minimum cumulative GPA of 2.0 is required for all courses in the major. However, it is important to note that the clinical affiliates have their own GPA requirements and may not accept grades of C- for certain required prerequisite courses.

Each of the areas of study has its own prerequisite courses and requirements. These programs require students to complete all required course work before applying to the clinical affiliate. Students are not guaranteed admission into the clinical training portion of the degree. Students must make certain they are fully aware of each area’s specific acceptance requirements. Students interested in these health care careers should seek early guidance from the health coordinator in the Department of Biological, Chemical and Physical Sciences.

Standards

- AP biology credit with a score of 3.0 or higher may apply toward the major in biology or the general education requirements after consultation with an advisor.
- AP chemistry with a score of 4 or higher satisfies the requirements for CHEM 201 GENERAL CHEMISTRY I with lab.
- AP Physics I (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab.
- AP Physics II (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab.
- AP Physics C: Mechanics with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab and PHYS 233 CALCULUS-BASED PHYSICS I DISCUSSION.
- AP Physics C: Electricity and Magnetism with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab and PHYS 234 CALCULUS-BASED PHYSICS II DISCUSSION.

In addition, students must:

- Take a minimum of their last 30 credit hours at Roosevelt University; off-site clinical courses count toward this requirement.
- Take at least 20 credit hours in acceptable Biology, Chemistry, or Physics courses at Roosevelt University; not more than 15 credit hours of acceptable Biology courses may be transferred to Roosevelt University and applied toward the BS degrees.
- Once enrolled in the program, complete all remaining Biology, Chemistry, Physics, and Mathematics course requirements for these BS degrees at Roosevelt University. Under special circumstances, written permission to take required courses elsewhere may be granted by the health coordinator.
- Apply only courses in biology taken within the past eight years toward graduation.
- Limit to 4 credit hours the total of independent study hours (BIOL 395 INDEPENDENT STUDY/BCHM 395 INDEPENDENT STUDY/CHM 395 INDEPENDENT STUDY/PHYS 395 INDEPENDENT STUDY) and independent research (BIOL 392 RESEARCH IN BIOLOGY/BCHM 392 RESEARCH IN BIOCHEMISTRY/CHM 392 RESEARCH IN CHEMISTRY/PHYS 392 RESEARCH IN PHYSICS) used to fulfill the requirements of the major.

The Diagnostic Medical Sonography curriculum is designed to provide the student with a comprehensive body of knowledge and the necessary skills expected of a competent diagnostic medical sonographer, also known as an ultrasound technologist. Diagnostic medical sonographers use high-frequency sound waves (ultrasound) to produce dynamic visual images of organs, tissues and blood flow inside the body. Sonographers work closely with physicians by providing diagnostic images and a summary of technical findings to aid in reaching a medical diagnosis. This is a non-radiation modality, and it may be used on any patient, from unborn babies to the elderly.

Sonographers may work in a hospital, a clinic, a physician’s office, education, sales, or as an applications specialist. Students interested in allied health careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences. This is a 3+1.5 program in which the first three years of course work is completed at Roosevelt University with the final year and a half completed at the clinical affiliate site, Northwestern Memorial Hospital Chicago.

Admission

Admission to clinical training is at the discretion of the clinical affiliate, Northwestern Memorial Hospital. Students are not guaranteed admission. The minimum GPA for application for this program is a 2.5 GPA overall and a 2.5 GPA in the prerequisite courses. 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.

Prerequisites

Clinical courses are subject to satisfactory completion of pre-clinical course work and admission to a clinical program.
Requirements

Diagnostic Medical Sonography students complete a minimum of 73 credit hours of academic work, including the University Writing Requirement and the College of Arts and Sciences general education requirements, in addition to the Diagnostic Medical Sonography requirements outlined below. Students must take their final 30 hours before clinical training at Roosevelt University. They complete their last 49 credit hours in an 18-month, full-time, daytime clinical training program at Northwestern Memorial Hospital*.

Upon successful completion of the program, students are awarded a certificate of program completion for Diagnostic Medical Sonography (DMS) from the hospital and will be eligible to be certified through examination by the national certifying agency, the American Registry for Diagnostic Medical Sonography. Graduates of the school may also take the Sonography Principles and Instrumentation, Abdomen and OB/GYN examinations. Students will also earn a BS in Diagnostic Medical Sonography from Roosevelt University.

* Acceptance into the clinical training is not guaranteed and is at the discretion of the clinical site.

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 309</td>
<td>OBSTETRICAL/GYNECOLOGICAL PATHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ALH 310</td>
<td>CLINICAL EDUCATION II</td>
<td>3</td>
</tr>
<tr>
<td>ALH 311</td>
<td>ABDOMINAL PATHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ALH 326</td>
<td>CLINICAL EDUCATION II</td>
<td>3</td>
</tr>
<tr>
<td>ALH 329</td>
<td>MANAGEMENT AND EDUCATION</td>
<td>1</td>
</tr>
<tr>
<td>ALH 330</td>
<td>CLINICAL EDUCATION III</td>
<td>3</td>
</tr>
<tr>
<td>ALH 331</td>
<td>INTRODUCTION TO PEDIATRICS AND VASCULAR IMAGING</td>
<td>1</td>
</tr>
<tr>
<td>ALH 332</td>
<td>CLINICAL EDUCATION IV WITH SPECIALTIES</td>
<td>4</td>
</tr>
</tbody>
</table>

General Education, University Writing Requirement, and Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

Mathematics

MATH 110 QUANTITATIVE LITERACY (or above)

Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course

LIBS 201 WRITING SOCIAL JUSTICE

Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

Social Sciences

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies

Total Credit Hours 49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C- required
Documentary Studies, Minor

The Department of Communication offers three majors and four minors targeted toward careers or advanced study in the media professions—journalism, integrated marketing communications (advertising and public relations) and media studies.

Students completing the minor in Documentary Studies will gain a solid grounding in the academic and theoretical literature of documentary work in a range of disciplines in communication, history, art, journalism, and media studies. Students will be prepared to more effectively engage in the media-infused global marketplace.

Prerequisites

COMM 201 COMMUNICATION IN THE INFO AGE (formerly JOUR 201 COMMUNICATION IN THE INFORMATION AGE) is the prerequisite course for this minor (grade C or better).

Requirements

Six courses (18 credit hours) are required for the minor in Documentary Studies. Students must complete four core requirements plus two elective courses.

- Transfer students must complete three courses (9 credit hours) at Roosevelt.
- No Pass/Fail grades are accepted for this minor.
- All courses for the minor must be completed with a minimum grade of C (not C-) or better.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 307</td>
<td>DOCUMENTARY VIDEO STORYTELLING</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 328</td>
<td>DOCUMENTARY PHOTO</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 339</td>
<td>WRITING NONFICTION: THE DOCUMENTARY AESTHETIC</td>
<td>3</td>
</tr>
<tr>
<td>MED 221</td>
<td>INTRODUCTION TO MEDIA PRODUCTION</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 150</td>
<td>MEDIACULTURE 1</td>
<td></td>
</tr>
<tr>
<td>CRWR 252</td>
<td>CREATIVE NONFICTION WRITING WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>JOUR 325</td>
<td>PHOTOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>JOUR 334</td>
<td>WRITING FOR RADIO</td>
<td></td>
</tr>
<tr>
<td>JOUR 343</td>
<td>PRODUCING THE DOCUMENTARY PHOTOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>JOUR 356</td>
<td>LITERARY JOURNALISM</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18

1 Rotating topics course.

Economics, BA

Economics affects almost everything that happens. At Roosevelt, Economics students explore the economy and how it works with a focus on issues of equality and equity as well as the more traditional emphasis on efficiency. The Bachelor of Arts in Economics goes beyond the conventional economics that is taught at most universities in the United States and presents students with economic analysis from heterodox perspectives. Roosevelt is one of the few universities in the United States where students can study institutionalist, Post-Keynesian, and Marxist theories, as well as Neoclassical and Keynesian economics.

Course offerings regularly include courses addressing the market economy, the business cycle, financial crises, economic policy, theories of justice, political economy, international trade and development, the economics of women, contemporary labor problems, money and banking, the history of economics, and econometrics.

Economics graduates typically pursue careers in public service, business, law, teaching, and research.

The Economics major at Roosevelt University prepares students to analyze how the economy works in fresh and innovative ways. Students receive a broad, broad-based view of contemporary economics with special emphasis on heterodox approaches to theory and policy. Students are challenged to be critical of existing institutions and seek new solutions to problems of economic justice, prosperity, poverty, and inequality. The department’s unique focus is evidenced by the fact that it houses the Social Justice Studies degree.

Requirements

Majors must complete a minimum of 11 courses (33 hours) in Economics with grades of C- or higher, with an overall GPA of 2.0 or higher. At least 12 credit hours in Economics must be completed at Roosevelt University, 6 of which must be at the 300 level. MATH 110 QUANTITATIVE LITERACY or higher is a prerequisite for ECON 234 ELEMENTARY STATISTICS.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 210</td>
<td>MONEY AND BANKING</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 338</td>
<td>FINANCIAL CRISIS &amp; MARKETS</td>
<td></td>
</tr>
<tr>
<td>ECON 234</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 321</td>
<td>INCOME &amp; EMPLOYMENT THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 323</td>
<td>PRICE THEORY</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select five economics electives, at least three of which must be at the 300 level.

**General Education, University Writing Requirement, and Electives**

Courses to total 120

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
</tr>
</tbody>
</table>

Total Credit Hours 120

In addition to the five electives in Economics, majors are encouraged to select elective courses from such related fields as history, mathematics, philosophy, political science, psychology, sociology, and business administration. Majors intending to pursue graduate studies in Economics are urged to take ECON 346 INTRODUCTION TO ECONOMETRICS 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.

**Internships**

Economist internships at local government offices, social service agencies, non-profit organizations, and for-profit businesses are available, for credit, to assist students in career choice and development. Chicago is a dynamic city and major world center of finance, business, government, social activism, and philanthropy. Our internship program provides students with opportunities in all these areas.

**Graduation with Distinction**

Students desiring to graduate With Distinction in Economics must complete a minimum of 36 credit hours in economics with a grade point average of at least 3.75. The credit hours must include the six core courses and six additional courses approved by an Economics advisor.

**General Education Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities**

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies.

**Social Sciences**

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies.

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>49-50</td>
</tr>
</tbody>
</table>

**Economics, Minor**

A minor in Economics complements almost every major. At Roosevelt, Economics students explore the economy and how it works with a focus on issues of equality and equity as well as the more traditional emphasis on efficiency. Course offerings regularly include courses addressing the market economy, the business cycle, financial crises, economic policy, theories of justice, political economy, international trade and development, the economics of women, contemporary labor problems, money and banking, the history of economics, and statistics/econometrics.

**Requirements**

The requirements for the minor in Economics are six courses (18 credits). At least two of the courses must be taken at Roosevelt, and one of these must be at the 300 level. A minimum grade of C- in courses for the minor and an overall GPA of 2.0 are required.

**Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 321</td>
<td>INCOME &amp; EMPLOYMENT THEORY</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 323</td>
<td>PRICE THEORY</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Three economic electives, at least one at the 300 level

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
English Composition

Because advanced literacy is a powerful tool for economic and social equality, writing instruction at Roosevelt is a central part of the university’s General Education mission. The English Composition program is housed in the College of Arts and Sciences and administered by the Department of Literature and Languages. English Composition is not a degree program, but its courses are a key component of Roosevelt’s core requirements.

Requirements

ENG 099  INTRODUCTION TO COLLEGE READING AND WRITING (hours do not count toward the total required for the degree)  3
ENG 101  COMPOSITION I: CRITICAL READING & WRITING  3
ENG 102  COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH  3
LIBS 201  WRITING SOCIAL JUSTICE  3

English Language Program

The English Language Program is not a full bachelor’s degree program. ELP instead provides a carefully planned series of courses designed to prepare and support non-native speakers of English for study at Roosevelt University. ELP offers courses in speaking, listening, 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 degree program courses.

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

Requirements

No degree credit is granted for ELP courses at the 80 or 90 levels. Courses at the 106 level or above carry credit toward undergraduate degrees. No ELP courses carry credit toward graduate degrees.

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 086  SPEAKING & LISTENING - LEVEL I  3
ELP 096  SPEAKING & LISTENING -LEVEL II  3
ELP 106  SPEAKING & LISTENING LVL III  3

Grammar

Written and oral practice in grammatical structures of American English primarily for academic but also for social purposes:

ELP 087  GRAMMAR - LEVEL I  3
ELP 097  GRAMMAR - LEVEL II  3
ELP 107  GRAMMAR - LEVEL III  3

Reading

Practice in college-level reading skills and vocabulary development, including training in using the library and doing research:

ELP 088  READING - LEVEL I  3
ELP 098  READING - LEVEL II  3
ELP 108  READING - LEVEL III  3

Writing

Development of composition skills in American English with emphasis on effective expression of ideas for academic purposes:

ELP 089  WRITING - LEVEL 1  3
ELP 099  WRITING - LEVEL II  3
ELP 109  WRITING - LEVEL III  3
ELP 110/111  COMPOSITION-BRIDGE LEVEL  3

Total Credit Hours  15

English, BA

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 cultural knowledge and strengthening skills in research, analysis and communication are not only intellectually rewarding 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 or in foreign countries; pursuing careers in professions such as law, medicine, technology or business; or working in any field for which cultural awareness and strong analytical, interpretive, research, and writing skills are desired.

During their course of study at Roosevelt University, our English majors:

- Read and analyze a wide range of literature in order to explore how those texts engage with social, political, historical and aesthetic issues.
- Learn to understand the craft of writing through incorporating the techniques and practices of published writers.
- Develop skills in the processes of reading, research, composition, and editing.
- Acquire a foundation of content and skills that stimulates intellectual inquiry and the ability to think critically and imaginatively.
- Discover how language is a nuanced and powerful means of self-expression and social interaction.
• Consider how literary texts (including print and new media) both reflect and participate in cultural conflict and change.
• Gain insight into the myriad ways that language and literature help us to understand and to work for social justice.
• Become thinkers and writers equipped to follow a diverse range of career paths, including (but not limited to) writing, editing, publishing, library science, law, education, marketing and journalism.

Requirements
The major consists of 13 courses in English literature: seven core courses and six electives. Five of the core courses – ENG 210 BRITISH LITERATURE TO 1789, ENG 211 BRITISH LITERATURE 1789 TO PRESENT, ENG 212 AMERICAN LITERATURE TO 1865, ENG 213 AMERICAN LITERATURE 1865-PRESENT, and ENG 215 INTRODUCTION TO ETHNIC LITERATURES and ENG 207 INTRODUCTION TO AFRICAN-AMERICAN LITERATURE – have a prerequisite of ENG 101 COMPOSITION I: CRITICAL READING & WRITING and thus may be taken by second-semester freshmen. The two required courses in analytical interpretation (ENG 220 INTRODUCTION TO LITERARY ANALYSIS & ENG 221 TEXTS AND CONTEXTS) have a prerequisite of ENG 102 COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH. Of the electives, five must be at the 300 level, all of which have a prerequisite of ENG 220 INTRODUCTION TO LITERARY ANALYSIS. ENG 221 TEXTS AND CONTEXTS, although not a prerequisite, is strongly recommended before undertaking 300-level electives. Transfer students must complete at least five 300-level English courses at Roosevelt.

Electives should be chosen in close consultation with an advisor to devise a program that both satisfies the student’s interests and involves sufficient breadth. For students whose expository writing would profit from additional practice, an advisor may also strongly recommend or require ENG 222 WRITING ABOUT IDEAS.

Students must maintain a 2.5 GPA in the major, and must earn grades of C- or higher in all major coursework.

Core
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-PRESENT 3
ENG 220 INTRODUCTION TO LITERARY ANALYSIS 3
ENG 221 TEXTS AND CONTEXTS 3
or ENG 215 INTRODUCTION TO ETHNIC LITERATURES 3

Electives
Six electives in English literature, five at the 300 level 18

Concentration in Creative Writing
Students interested in this concentration follow a curriculum that complements the study of literature with four workshops that provide exposure to and further practice in a variety of genres in creative writing.

The creative writing workshops include a multi-genre introductory course, at least two of three genre courses, and the Creative Writing Capstone course, in which students assemble and revise a portfolio of their best work.

Core
Select two of the following: 6
ENG 210 BRITISH LITERATURE TO 1789
ENG 211 BRITISH LITERATURE 1789 TO PRESENT
ENG 212 AMERICAN LITERATURE TO 1865
ENG 213 AMERICAN LITERATURE 1865-PRESENT
ENG 207 INTRODUCTION TO AFRICAN-AMERICAN LITERATURE 3
or ENG 215 INTRODUCTION TO ETHNIC LITERATURES 3
ENG 220 INTRODUCTION TO LITERARY ANALYSIS 3
ENG 221 TEXTS AND CONTEXTS 3

Electives
Four 300-level literature electives 12

Creative Writing Workshops
CRWR 153 INTRODUCTION TO CREATIVE WRITING 3
Select two of the following: 6
CRWR 250 FICTION WRITING WORKSHOP
CRWR 251 POETRY WRITING WORKSHOP
CRWR 252 CREATIVE NONFICTION WRITING WORKSHOP
CRWR 303 CREATIVE WRITING CAPSTONE

Total Credit Hours
36

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| Academic Communities of Practice
| ACP 101  | FIRST YEAR SEMINAR 1                           | 3            |
| ACP 110  | PRIMARY TEXTS                                   | 3            |
| ACP 250  | GROUNDS FOR CHANGE                              | 3            |
| English Composition 2
| ENG 101  | COMPOSITION I: CRITICAL READING & WRITING       | 3            |
| ENG 102  | COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH | 3           |
| Humanities
| Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies |
| Mathematics
| MATH 110 | QUANTITATIVE LITERACY (or above) 3              | 3            |
| Non-Western requirement

Total Credit Hours
120
Non-Western course (can be used for Humanities or Social Sciences general education requirements) 3
RU mission-related course 2
LIBS 201 WRITING SOCIAL JUSTICE 3

Science
One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors) 7-8

Social Sciences
Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies 9

Total Credit Hours 49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C- required
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

English, Minor
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.

Requirements
This minor sequence (six courses) includes two courses from the British and American survey sequence (ENG 210 BRITISH LITERATURE TO 1789, ENG 211 BRITISH LITERATURE 1789 TO PRESENT, ENG 212 AMERICAN LITERATURE TO 1865, ENG 213 AMERICAN LITERATURE 1865-PRESENT), both of the analytical interpretation courses (ENG 220 INTRODUCTION TO LITERARY ANALYSIS and ENG 221 TEXTS AND CONTEXTS), and two electives at the 300-level. Students should choose 300-level courses based on the foundation they have established in the surveys they have chosen, in consultation with an English faculty advisor.

Students must maintain a 2.5 GPA in the minor, and must earn grades of C- or higher in all coursework taken for the minor.

Core
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-PRESENT 3
ENG 220 INTRODUCTION TO LITERARY ANALYSIS 3
ENG 221 TEXTS AND CONTEXTS 3

Electives
Two 300-level English electives 6

Total Credit Hours 18

Environmental Science, Minor
Students pursuing degrees in chemistry, biology, sustainability studies, or any discipline may take a minor sequence of courses in Environmental Science in order to prepare for a career or explore an interest in addressing the relationship between humans and the environment. The minor is appropriate for individuals who wish to enhance their career prospects in government agencies, environmental law, non-profit organizations, or environmental consulting.

Standards
Students must complete all courses counted towards the Environmental Science minor with a grade of C- or higher.

Advising
Because requirements for the Environmental Science minor differ based on major, students should consult with a science advisor to determine the best course path.

Requirements
Projected Course Choices
All students: Begin with introductory PHSC 105 INTRODUCTION TO ENVIRONMENTAL SCIENCE or PHSC 106 THE SCIENCE OF WATER, which can be taken as early as the first semester with no prerequisites. All students end with the capstone course BIOL 340 APPLICATIONS IN ENVIRONMENTAL SCIENCE.

Biology majors: May use one of the courses from their supporting CHEM sequence for their CHEM requirement. This cannot be a course used towards a CHEM minor. Must take a 300-level BIOL course from the list below OR they may take a SUST course.

Chemistry majors: Take BIOL 202 ECOLOGY, EVOLUTION, AND GENETICS for their biology requirement. For their CHEM requirement, they will most likely take either one of the listed 300-level BIOL courses or a SUST course.

Majors outside the sciences: Take BIOL 112 ENVIRONMENTAL BIOLOGY for their BIOL requirement and either PHSC 103 GLOBAL CLIMATE CHANGE or PHSC 250 OUR TOXIC WORLD for their CHEM requirement. These majors must seek the professor’s permission to join the capstone course since they will not have taken the requisite CHEM coursework.

Introductory Course
### Film Studies, Minor

Students interested in film may complete this six-course sequence that emphasizes the visual language of film and the medium’s role in representing culture since its emergence in the 20th century. The core courses in the curriculum highlight the particular ways in which film engages its content, the varieties of interpretive elements and strategies that film entails, and the relationship between the historical development of the medium and the histories of the cultures in which it is embedded. Advanced elective courses range from interdisciplinary courses in History, Philosophy, Literature and Women’s and Gender Studies as well as on topics related to particular cinematic themes and genres.

### Standards

Students will earn the Film Studies minor with a GPA of 2.5 in all eligible FILM courses; only grades of C- or higher will count toward the minor. Students must take at least one FILM course at the 300-level to earn the minor. Transfer students must complete at least three FILM courses at Roosevelt, and one of those three courses must be at the 300-level.

### Requirements

Students must take FILM 201 FUNDAMENTALS OF FILM STUDIES and FILM 205 FILM HISTORY. After completing these two courses, students may choose an additional four courses from among a wide array of courses cross-listed between a range of departments, including Philosophy, Literature and Languages, Communication, and Creative Writing, among others. Students pursuing these Film Studies courses should register for them under the FILM designation. Since many of these are topics courses, it is possible to take the same course number (e.g. FILM 363 SPECIAL TOPICS IN FILM BY A SINGLE AUTEUR/AUTHOR) more than once, as long as the topic is different in each instance.

#### Sample special topics courses include:

- Comics and Film
- Chicago in Film
- American Road Novels and Films
- Gender and Film Noir
- Monster Movies
- History and Film
- Hitchcock
- The Art of the Documentary
- Shakespeare and Film

### Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 201</td>
<td>FUNDAMENTALS OF FILM STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>FILM 205</td>
<td>FILM HISTORY</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 221</td>
<td>INTRODUCTION TO MEDIA PRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>FILM 253</td>
<td>SCREEN WRITING</td>
<td>3</td>
</tr>
<tr>
<td>FILM 340</td>
<td>TOPIC IN FILM GENRE</td>
<td>3</td>
</tr>
<tr>
<td>FILM 341</td>
<td>TOPIC: FILM THEME OR PERIOD</td>
<td>3</td>
</tr>
<tr>
<td>FILM 350</td>
<td>SPECIAL TOPICS IN FILM THEME OR GENRE</td>
<td>3</td>
</tr>
<tr>
<td>FILM 360</td>
<td>SPECIAL TOPICS SEMINAR IN A SINGLE FILMMAKER</td>
<td>3</td>
</tr>
</tbody>
</table>

### Regulations

- 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.
- Courses used to satisfy a supporting sequence can be applied to a minor, but no course can be applied to simultaneously satisfy requirements of a major and a minor. No course can be used to simultaneously satisfy requirements of two minors.
- Students must complete the final 30 credit hours of their degree at Roosevelt University. Courses applying to the minor must be taken on a letter grade basis.
- Majors in biology may substitute an additional CHEM course from the list or one of the optional SUST courses.
- The option is only open to students majoring in disciplines outside the Department of Biological, Chemical, and Physical sciences.
- Majors in chemistry may substitute an additional BIOL course from the list or one of the optional SUST courses.
- This option is only open to majors in biology or chemistry for credit towards the minor.
- Consult academic advisor to select substitute capstone course.
**Fine Art, Minor**

The fine art minor provides students with an opportunity to investigate, interrogate and create art in a socially-conscious context. A minor in fine art may be coupled with any major as art courses challenge students to be creative and critical thinkers as well as innovators and problem solvers. Students minoring in fine art enter fields as diverse as education, art therapy, non-profit management, marketing, media, technology and business.

As part of the requirements of the minor, degree seeking students in a good standing may elect to take a maximum of 1 course at the School of the Art Institute of Chicago (SAIC). Roosevelt University students must 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.

**Requirements**

Students must earn a grade of C or higher in each course. At least two courses must be taken at Roosevelt University – one of which must be a 300-level.

The minor requires 15 hours including:

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>INTRODUCTION TO THE VISUAL ARTS</td>
<td>3</td>
</tr>
<tr>
<td>ART 201</td>
<td>ANCIENT THROUGH MEDIEVAL ART</td>
<td>3</td>
</tr>
<tr>
<td>or ART 202</td>
<td>RENAISSANCE THROUGH MODERN ART</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 390</td>
<td>INTERNSHIP</td>
<td>1</td>
</tr>
<tr>
<td>SAIC Course</td>
<td>INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

At least one studio course 3

**Electives**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One advanced studio course at the 300-level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300-level Art course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Studio courses at Roosevelt**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 226</td>
<td>CERAMICS</td>
<td></td>
</tr>
<tr>
<td>ART 326</td>
<td>ADVANCED CERAMICS</td>
<td></td>
</tr>
</tbody>
</table>

**Textile and material arts:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 329</td>
<td>TEXTILE ARTS AND MATERIAL ARTS</td>
<td></td>
</tr>
<tr>
<td>ART 330</td>
<td>ADVANCED TEXTILE AND MATERIAL ARTS</td>
<td></td>
</tr>
</tbody>
</table>

**Forensic Psychology Concentration**

The concentration in Forensic Psychology allows students to study the field of psychology and the law in depth. Students will explore areas such as police investigation, court proceedings, policy work, and learn about professions related to the forensic arena. Drawing on knowledge from a range of subfields in psychology, students will gain first-hand experience with forensic research and related clinical interventions with forensic populations. This concentration is well suited for students planning to pursue graduate school in forensic psychology, clinical psychology, experimental psychology (cognitive, developmental, or social psychology), criminology/criminal justice, or law school.

**Requirements**

Four courses (at least 12 credit hours) are required from the list below. Students must enroll in PSYC 351 LAW AND PSYCHOLOGY. Students must also select a second class that has a service learning component or a laboratory component as part of their coursework.

Only one elective class can be transferred from another institution. All courses must be passed with a grade of C- or higher. A minimum cumulative GPA of 2.0 is required for all courses in the concentration.

**Required Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 351</td>
<td>LAW AND PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three courses from the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJL 200</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>PSYC 106</td>
<td>FORENSIC SCIENCE</td>
<td></td>
</tr>
<tr>
<td>PSYC 360</td>
<td>EYEWITNESS TESTIMONY</td>
<td></td>
</tr>
<tr>
<td>PSYC 368</td>
<td>CHILD ABUSE/FAMILY VIOLENCE</td>
<td></td>
</tr>
<tr>
<td>PSYC 391</td>
<td>ADVANCED FORENSIC PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 392</td>
<td>CHILDREN, PSYCHOLOGY, &amp; LAW</td>
<td></td>
</tr>
</tbody>
</table>

**Hispanic Studies, Minor**

The Hispanic Studies minor combines the study of the Spanish language and an interdisciplinary approach to the Hispanic world. Students develop writing, reading, comprehension and speaking skills in Spanish and learn about the cultures, society and politics of the Hispanic world from a variety of disciplines. In addition to literature, approved courses in History, Sociology, Political Science and Economics, among other disciplines, earn credit toward the Hispanic Studies minor.
Requirements

- Students completing a minor in Hispanic Studies must take six courses, including SPAN 301 WRITING IN SPANISH and SPAN 312 STUDIES IN HISPANIC CIVILIZATION & CULTURE.
- Three of the six courses must be taken at Roosevelt University. Two of the three classes must be at the 300 level.
- Students must receive a grade of C- or higher, with an overall GPA of 2.0 in the major.
- Five different courses of study are available to the student pursuing a minor (see options listed below). Students’ proficiency level in Spanish determines which course of study they follow.

Course Information

- SPAN 301 WRITING IN SPANISH: Conversation and Composition (in Spanish), offered every fall. This course is required.
- SPAN 312 STUDIES IN HISPANIC CIVILIZATION & CULTURE: Readings in Hispanic Culture (in Spanish), offered every spring; This course develops students’ ability to read in Spanish, while continuing to refine their writing, comprehension and speaking abilities. Short and classic texts by historic and contemporary Hispanic authors will be read. This course is required.
- 3XX: Cross-listed courses which are thematically related to the Hispanic world taught in English in the Departments of Literature and Languages, History, Sociology, Political Science, Economics, etc. Cross-listed 3XX courses can be taken either before or at the same time as SPAN 301 WRITING IN SPANISH and SPAN 312 STUDIES IN HISPANIC CIVILIZATION & CULTURE.
- Spanish Language Study at Kukulcan Language School in Cuernavaca, Mexico: students can receive credit at the 1XX, 2XX or 3XX level, depending on their level of proficiency.

Option 1

This course of study is for a student who is beginning at the most basic level and consists of six courses with a three-year sequence minimum.

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
<th>Other Courses 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101 BEGINNING SPANISH I</td>
<td>3</td>
<td>SPAN 3XX Cross Listed Course</td>
</tr>
<tr>
<td>SPAN 102 BEGINNING SPANISH II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 201 INTERMEDIATE SPANISH I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 202 INTERMEDIATE SPANISH II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 301 WRITING IN SPANISH</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 312 STUDIES IN HISPANIC CIVILIZATION &amp; CULTURE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

1 See description under Course Information section above

Option 2

This course of study is for a student who is a beginner, but has some basic Spanish knowledge. It consists of six courses with a three-year sequence minimum.

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
<th>Other Courses 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 102 BEGINNING SPANISH II</td>
<td>3</td>
<td>SPAN 3XX Cross Listed Course</td>
</tr>
<tr>
<td>SPAN 201 INTERMEDIATE SPANISH I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 202 INTERMEDIATE SPANISH II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 301 WRITING IN SPANISH</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 312 STUDIES IN HISPANIC CIVILIZATION &amp; CULTURE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

1 See description under Course Information section above

Option 3

This course of study is for a student who is at a basic intermediate level. It consists of six courses with a two-year sequence minimum.

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
<th>Other Courses 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 201 INTERMEDIATE SPANISH I</td>
<td>3</td>
<td>SPAN 3XX Cross Listed Course</td>
</tr>
<tr>
<td>SPAN 202 INTERMEDIATE SPANISH II</td>
<td>3</td>
<td>SPAN 3XX Cross Listed Course</td>
</tr>
<tr>
<td>SPAN 301 WRITING IN SPANISH</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 312 STUDIES IN HISPANIC CIVILIZATION &amp; CULTURE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

1 See description under Course Information section above

Option 4

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
<th>Other Courses 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 202 INTERMEDIATE SPANISH II</td>
<td>3</td>
<td>SPAN 3XX Cross Listed Course</td>
</tr>
<tr>
<td>SPAN 301 WRITING IN SPANISH</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 312 STUDIES IN HISPANIC CIVILIZATION &amp; CULTURE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

1 See description under Course Information section above

Option 5

<table>
<thead>
<tr>
<th>Core</th>
<th></th>
<th>Other Courses 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 301 WRITING IN SPANISH</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 312 STUDIES IN HISPANIC CIVILIZATION &amp; CULTURE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

1 See description under Course Information section above
History, BA

The History program has a deep commitment to the study of urban, cultural, and social history with special attention given to the areas of gender, race, class, and historical grass-roots social movements. In this program, students come to appreciate how historical knowledge reveals humanity’s common bonds as well as its distinctive tapestries. Moreover, as Marcus Cicero observed, history “illuminates reality, vitalizes memory, provides guidance in daily life, and brings us the tidings of antiquity.” An understanding of history thus 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.

Transformational learning, internships, and study abroad opportunities prepare students for graduate school as well as life in an increasingly interconnected and complex world in diverse fields that include education, law, business, journalism, and not-for-profit organizations. Small class sizes encourage deep critical engagement with faculty and fellow students. The program focuses on history from a local and national as well as global perspective and offers undergraduate sequences in the fields of African, African American, European, Latin American and United States history, with individual courses in other fields. 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 and African American Studies.

Requirements

- Eleven courses in history with an overall GPA of 2.0 and no grade lower than C.
- At least 15 credit hours must be taken at Roosevelt.
- At least 12 credit hours must be at the 300 level.
- Students should work with their advisor to ensure that they take HIST 280 TOPICS IN HISTORY AND METHODOLOGY in their sophomore or junior year, as this course will prepare students to write their 300-level research and writing assignments.
- 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

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR ¹</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

Mathematics

MATH 110 QUANTITATIVE LITERACY (or above) ³ 3

Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

Total Credit Hours 49-50

¹ Required for students who enter RU with fewer than 12 credit hours
² Minimum grade of C- required
³ Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.

Electives

Six history electives, at least four at the 300 level 18

Core

HIST 106 THE UNITED STATES TO 1865 3
HIST 107 THE UNITED STATES SINCE 1865 3
HIST 111 THE WORLD TO 1500 3
HIST 112 THE WORLD SINCE 1500 3
HIST 280 TOPICS IN HISTORY AND METHODOLOGY 3

Electives

Six history electives, at least four at the 300 level 18

General Education, University Writing Requirement, and Electives

Courses to total 120 87
Total Credit Hours 120
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

### History, Minor

The History minor is an excellent companion to majors in criminal justice, economics, journalism, philosophy, sociology, computer science, and any other major that benefits from the research, writing, and deep thinking skills as well as historical knowledge gained from the study of history.

The minor requires six courses in history, including two courses chosen from: HIST 106 THE UNITED STATES TO 1865, HIST 107 THE UNITED STATES SINCE 1865, HIST 111 THE WORLD TO 1500, HIST 112 THE WORLD SINCE 1500, and four upper-level courses, at least two of which must be at the 300 level.

### Requirements

The minor requires six courses in history.

Students must earn an overall GPA of 2.0 and a grade of C- or higher in each course.

At least two courses must be taken at Roosevelt University.

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 106</td>
<td>THE UNITED STATES TO 1865</td>
</tr>
<tr>
<td>HIST 107</td>
<td>THE UNITED STATES SINCE 1865</td>
</tr>
<tr>
<td>HIST 111</td>
<td>THE WORLD TO 1500</td>
</tr>
<tr>
<td>HIST 112</td>
<td>THE WORLD SINCE 1500</td>
</tr>
</tbody>
</table>

Four upper-level courses, two of which be at the 300-level

Total Credit Hours 18

### Histotechnology, BS

Health care professions separate from nursing, medicine, and pharmacy provide a range of diagnostic, technical, therapeutic and direct patient care and support services that are critical to other health professionals they work with and the patients they serve.

The overall employment outlook for individuals with professional certifications varies, but is projected to be good to excellent by the U.S. Bureau of Labor Statistics. The BS degrees include Diagnostic Medical Sonography, Histotechnology, Medical Technology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography. These areas involve completing required course work at Roosevelt University, followed by clinical training at the appropriate affiliate clinical site. A separate application to the clinical training program is required, and acceptance is not guaranteed. Roosevelt University offers five programs with clinical training at Northwestern Memorial Hospital, Chicago (Diagnostic Medical Sonography, Histotechnology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography) and one program with clinical training at NorthShore Health Systems, Evanston (Medical Technology).

### Requirements

Courses taken for the major 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 to be accepted as a prerequisite for subsequent courses. A minimum cumulative GPA of 2.0 is required for all courses in the major. However, it is important to note that the clinical affiliates have their own GPA requirements and may not accept grades of C- for certain required prerequisite courses.

Each of the areas of study has its own prerequisite courses and requirements. These programs require students to complete all required course work before applying to the clinical affiliate. Students are not guaranteed admission into the clinical training portion of the degree. Students must make certain they are fully aware of each area's specific acceptance requirements. Students interested in these health care careers should seek early guidance from the health coordinator in the Department of Biological, Chemical and Physical Sciences.

### Standards

- AP biology credit with a score of 3.0 or higher may apply toward the major in biology or the general education requirements after consultation with an advisor.
- AP chemistry with a score of 4 or higher satisfies the requirements for CHEM 201 GENERAL CHEMISTRY I with lab.
- AP Physics I (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab.
- AP Physics II (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab.
- AP Physics C: Mechanics with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab and PHYS 233 CALCULUS-BASED PHYSICS I DISCUSSION.
- AP Physics C: Electricity and Magnetism with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab and PHYS 234 CALCULUS-BASED PHYSICS II DISCUSSION.

In addition, students must:

- Take a minimum of their last 30 credit hours at Roosevelt University; off-site clinical courses count toward this requirement.
- Take at least 20 credit hours in acceptable Biology, Chemistry, or Physics courses at Roosevelt University; not more than 15 credit hours of acceptable Biology courses may be transferred to Roosevelt University and applied toward the BS degrees.
- Once enrolled in the program, complete all remaining Biology, Chemistry, Physics, and Mathematics course requirements for these BS degrees at Roosevelt University. Under special circumstances, written permission to take required courses elsewhere may be granted by the health coordinator.
- Apply only courses in biology taken within the past eight years toward graduation.
- Limit to 4 credit hours the total of independent study hours (BIOL 395 INDEPENDENT STUDY/BCHM 395 INDEPENDENT STUDY/CHM 395 INDEPENDENT STUDY/PHY 395 INDEPENDENT STUDY) and independent research (BIOL 392 RESEARCH IN BIOLOGY/BCHM 392 RESEARCH IN BIOCHEMISTRY/CHM 392 RESEARCH IN CHEMISTRY/PHY 392 RESEARCH IN PHYSICS) used to fulfill the requirements of the major.

The Histotechnology program at Roosevelt University is the only bachelor’s level program in the state of Illinois that trains students to become histotechnologists. Histotechnologists process patient samples for the detection of tissue abnormalities and to determine the best treatment for the diseases.
causing the abnormalities. In addition to the dyes and chemicals used to prepare and stain tissues for microscopy, immunological and DNA techniques are used to determine specific cell types in tumors. The tasks performed by the histotechnologist require patience, mechanical ability, and knowledge of biology, immunology, molecular biology, anatomy, and chemistry. Most histotechnologists work in hospitals.

Contact an advisor in the Department of Biological, Chemical, and Physical Sciences for details and advising as soon as possible. This is a 3+1 program, in which the first three years of course work is completed at Roosevelt University and the final year at Northwestern Memorial Hospital.

**Admission**

Admission to clinical training is at the discretion of the clinical affiliate, Northwestern Memorial Hospital. Students are not guaranteed admission. The minimum GPA for application for this program is 2.75 GPA overall and a 2.75 GPA in the prerequisite courses. 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.

**Requirements**

Histotechnology students complete a minimum 86 credit hours of academic course work at Roosevelt University, including the university writing requirement and the College of Arts and Sciences general education requirements, in addition to the Histotechnology concentration requirements outlined below. They complete their last 36 hours in a one-year, full-time, daytime clinical training program at Northwestern Memorial Hospital*. Upon successful completion of the clinical program, students receive a Certificate in Histotechnology from the hospital and are eligible to sit for the ASCP certification examination.

* Acceptance into the clinical training is not guaranteed and is at the discretion of the clinical site.

**Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>ANATOMY &amp; PHYSIOLOGY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>MICROBIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 367</td>
<td>IMMUNOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Clinical Courses for Histotechnology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 333</td>
<td>LABORATORY MANAGEMENT</td>
<td>2</td>
</tr>
<tr>
<td>ALH 334</td>
<td>INTRODUCTION TO HISTOTECHNOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>ALH 336</td>
<td>EMBEDDING TISSUES</td>
<td>3</td>
</tr>
<tr>
<td>ALH 337</td>
<td>MICROTOMY/INSTRUMENTATION</td>
<td>3</td>
</tr>
</tbody>
</table>

**ALH 338 ROUTINE STAIN AND QUALITY CONTROL**

**ALH 357 CLINICAL PRACTICUM I**

**ALH 375 IMMUNOHISTOCHEMISTRY**

**ALH 376 ELECTRON MICROSCOPY**

**ALH 377 SPECIAL STAINS**

**ALH 378 HISTOTECHNOLOGY PROCESS IMPROVEMENT**

**ALH 379 SEMINAR: ED & RES IN HISTOLOGY**

**ALH 389 FIXATION/GROSS PATHOLOGY**

**ALH 390 MICROANATOMY**

**ALH 391 IMMUNOFLUOR/ENZYME/IN SITU**

**General Education, University Writing Requirement, and Electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

**English Composition**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities**

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

**Mathematics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Western requirement**

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

**RU mission-related course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Science**

One biological science and one physical science required

(at least one must be a four-hour lab (not applicable for science majors))

**Social Sciences**

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies

**Total Credit Hours**

49-50

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C- required
Math, Computer Science & Technology, and Science majors have different requirements—see advisor.

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS).

Information Technology, BA

The Department of Computer Science and Information Technology offers three majors in Computer Science, Information Technology, and Data Analytics. 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. A minimum of 15 credit hours of CST coursework must be completed at Roosevelt University.

Because of the rapidly changing nature of this field of study, computing courses taken more than eight years ago cannot be counted towards degree requirements unless the student has been continuously registered since the time the course was taken (excluding summers). A double major among any of the CST majors is not offered because of the aligned nature of these degree programs. For additional information, please view the Department of Computer Science and Information Technology website (https://www.roosevelt.edu/CAS/Programs/CS.aspx).

The Information Technology degree covers the tools, techniques and technologies of modern information, data, and computing infrastructure from office software to network design and infrastructure. Student have a significant ability to tailor the degree to fit their own interest and to create their own area of concentration. This degree prepares students for careers in information technology oversight, design and management, as well as enterprise applications, servers, and systems design, integration and management.

Requirements

- Total of 41 hours in CST required for the BA in Information Technology.
- At least 15 credit hours of credit in the computer science major must be taken at Roosevelt.
- A grade of C- or higher is required for all courses in the major, with an overall GPA of at least 2.0

Information Technology, BA

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 246</td>
<td>DATA COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>CST 250</td>
<td>COMPUTER SCIENCE II</td>
<td>4</td>
</tr>
<tr>
<td>CST 270</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>CST 318</td>
<td>INTRODUCTION TO UNIX</td>
<td>3</td>
</tr>
<tr>
<td>CST 101</td>
<td>BEYOND PC ESSENTIALS</td>
<td>3</td>
</tr>
<tr>
<td>or CST 115</td>
<td>DIGITAL MEDIACRAFT, A&amp;S</td>
<td></td>
</tr>
<tr>
<td>or CST 100</td>
<td>ESSENTIAL COMPUTER SKILLS</td>
<td></td>
</tr>
<tr>
<td>CST 352</td>
<td>NETWORK DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>CST 333</td>
<td>DATABASE SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>CST 368</td>
<td>INTERNET SECURITY</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Two 200+ level CST courses</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>Two 300+ level CST courses</td>
<td>6</td>
</tr>
<tr>
<td>Optional Minor for the BA in Information Technology; Business, Economics, or Math are recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education, University Writing Requirement, and Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses to total 120</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 150</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

Social Sciences
Integrated Marketing Communications, BA

The Department of Communication offers three majors and four minors targeted toward careers or advanced study in the media professions—journalism, integrated marketing communications (advertising and public relations) and media studies.

Integrated Marketing Communications is the term for the broad field that includes advertising, public relations, promotional marketing, and numerous other forms of persuasive professional communications activities. Students majoring in Integrated Marketing Communications are prepared for entry-level work in any area of the broad field. IMC students have the option to choose one of three concentrations—public relations, advertising management, or advertising creative—or to follow a general IMC curriculum, without a concentration. Courses are offered for the IMC program at the Chicago campus only.

Roosevelt’s faculty in Integrated Marketing Communications is unlike any other. Every one of them has distinguished academic credentials. Every one of them is a teacher, first and foremost. And every one of them has had a successful career in the IMC business with responsibility for building and managing major-brand communications activities. The Roosevelt IMC faculty designed this curriculum. They bring their work experiences to bear in every class, keeping the courses up-to-date and in-step with new developments in this constantly evolving field.

Integrated Marketing Communications majors are encouraged to pursue a minor in related and complementary fields, for example: Journalism (p. 75) or Media Studies (p. 82) or in one of the social science fields like Psychology (p. 99) or Sociology (p. 107)

Prerequisites
In order to begin an IMC major, all students must complete COMM 201 COMMUNICATION IN THE INFO AGE (formerly JOUR 201 COMMUNICATION IN THE INFORMATION AGE) or its equivalent with a grade of C or better. Transfer students must complete at least eight of their IMC courses (24 credit hours) at Roosevelt.

Requirements
Students will complete a total of 12 courses (37 credit hours) for the major in Integrated Marketing Communications including eight core courses and four electives. Students may choose electives in one of the specialized concentrations as listed below, or choose a variety of electives for a more generalized (non-concentration) IMC curriculum.

• All students in this major are required to complete a professional internship work experience in the field, IMC 399 (https://www.roosevelt.edu/Catalog/Undergraduate/Course.aspx?subj=IMC&num=399) Internship in IMC.
• All students in this major are required to complete a capstone requirement, IMC 347 (https://www.roosevelt.edu/Catalog/Undergraduate/Course.aspx?subject=IMC&num=347) IMC Campaigns. This is a team project course in which students work to solve a marketing communications problem for a client and then present their team recommendations to the client.
• Transfer students must complete eight IMC courses (24 credit hours) at Roosevelt.
• No 100-level courses may count toward the hours required for this major.
• No Pass/Fail grades are accepted for this major.
• All courses for the major must be completed with a minimum grade of C (not C-) or better.
• Students in this major must maintain at least a B- grade point average (2.67 or higher GPA).

Core
IMC 202 IMC PRINCIPLES/BEST PRACTICES 3
IMC 220 MEDIA WRITING 4
IMC 240 IMC RESEARCH 3
IMC 302 FUNDAMENTALS OF PUBLIC RELATIONS 3
IMC 303 FUNDAMENTALS OF ADVERTISING 3
IMC 347 IMC CAMPAIGNS 3
IMC 363 LAW AND ETHICS 3
IMC 399 INTERNSHIP IN IMC 3

Electives
Four courses at the 200 or 300 level in IMC, JOUR or MED (may be an area of concentration)

General Education, University Writing Requirement, and Electives
Courses to total 120 83

Total Credit Hours 120

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C- required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

• Students may apply no more than 60 credit hours of 100-level courses toward the degree.
• Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
• Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
• Students may transfer in no more than 66 credit hours from community colleges.
• Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
• Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
• Students must have a minimum of 90 hours in Arts and Sciences.
• Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)
Specified Electives for Concentrations

Advertising Creative
IMC 349 ADVERTISING PORTFOLIO I 3
IMC 350 ADVERTISING PORTFOLIO II 3
Total Credit Hours 6

Advertising Management
IMC 344 BRAND MANAGEMENT 3
IMC 345 ADVERTISING MEDIA 3
Total Credit Hours 6

Public Relations
IMC 340 MEDIA RELATIONS 3
IMC 343 REPUTATION MANAGEMENT 3
Total Credit Hours 6

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities
Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies 9

Mathematics
MATH 110 QUANTITATIVE LITERACY (or above) 3

Non-Western requirement
Non-Western course (can be used for Humanities or Social Sciences general education requirements) 3

RU mission-related course 2
LIBS 201 WRITING SOCIAL JUSTICE 3

Science
One biological science and one physical science required 7-8
(at least one must be a four-hour lab (not applicable for science majors)

Social Sciences
Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies 9

Total Credit Hours 49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C- required
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Integrated Marketing Communications, Minor

The Department of Communication offers three majors and four minors targeted toward careers or advanced study in the media professions—journalism, integrated marketing communications (advertising and public relations) and media studies.

Integrated Marketing Communications is the term for the broad field that includes advertising, public relations, promotional marketing, and numerous other forms of persuasive professional communications activities. A minor in Integrated Marketing Communications would be a good complement to any major in business or any area of arts and sciences studies. Students completing the minor in Integrated Marketing Communications will add depth of marketing and business and persuasive communications background to whatever major area they have chosen. Courses are offered for the IMC program at the Chicago campus only.

Prerequisites
COMM 201 COMMUNICATION IN THE INFO AGE (formerly JOUR 201 COMMUNICATION IN THE INFORMATION AGE) is the prerequisite course for this minor (grade C or better).

Requirements
Five courses (15-16 credit hours) are required for the minor in Integrated Marketing Communications. Students must complete three core requirements plus two elective IMC courses.

- Transfer students must complete at least three IMC courses (9 credit hours) at Roosevelt.
- No 100-level courses may count toward the hours required for this minor.
- No Pass/Fail grades are accepted for this minor.
- All courses for the minor must be completed with a minimum grade of C (not C-) or better.

Core Required Courses
IMC 202 IMC PRINCIPLES/BEST PRACTICES 3
International Studies, BA

International Studies is a growing interdisciplinary field that offers students the opportunity to study politics, economics, history, sociology, anthropology, and communication as parts of a complex and evolving global system. Rather than focusing on relations between states in the international system, the International Studies major affords students the opportunity to create a focus on particular geographic areas of the world, the evolution of the international system itself, or on global race, gender and activism.

Majoring in International Studies lays the groundwork for students to pursue a wide array of careers in international affairs, from work with intergovernmental organizations such as the United Nations or the World Bank to aid and development work with groups such as the U.S. Agency for International Development; democracy promotion for organizations such as Freedom House; international law at The Hague; advocacy groups such as Witness or Human Rights Watch; environmental groups such as the Sierra Club; or global solidarity campaigns, including the Coalition Against Trafficking in Women.

Downtown Chicago is an ideal location for those pursuing International Studies at Roosevelt University. A growing, bustling and vibrant global city, Chicago is host to numerous international organizations, government offices, advocacy centers, and think tanks, and plays host to countless international conferences. The program studies the international system with a focus on the pursuit and realization of social justice across national boundaries. International Studies graduates gain fluency in contemporary debates across multiple fields, with the moral and ethical foundation to be international leaders and global citizens.

Advising

Students should consult their advisor or the program coordinator, Philip Hultquist, (phultquist@roosevelt.edu) 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 (https://www.roosevelt.edu/International.aspx) 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. Study abroad courses and programs vary, so students should consult the program coordinator to see how study abroad courses fit into the International Studies curriculum.

Students are also strongly encouraged to supplement their International Studies education by learning a foreign language, though there is no formal requirement to do so.

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.

Requirements

Students who major in International Studies must complete 12 courses (36 credit hours) in the program, each with a grade of C or higher. This includes a set of five required core courses and seven electives.

Students must complete 15 credits at the 300 level in the major. For their electives, students must take five courses in one of the three tracks, as well as one course from each of the other two tracks. At least five courses in International Studies must be taken at Roosevelt University.

Please note that not all International Studies courses are listed here. International Studies faculty members frequently add new courses that count toward the International Studies major. Other International Studies courses not listed in the catalog may only be offered once but can still count toward the major. You can find these courses by searching for classes in the online course schedule, using the International Studies attribute. Most study abroad classes can count for the major as well. In all cases, students should consult with the program coordinator or their academic advisor to discuss how these courses will be integrated into their major or minor.

Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 112</td>
<td>THE WORLD SINCE 1500</td>
<td>3</td>
</tr>
<tr>
<td>POS 102</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POS 103</td>
<td>INTRODUCTION TO INTERNATIONAL RELATIONS</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Two International Studies Electives from tracks outside of Primary Concentration 1

Primary Concentration

Select one of the following tracks:

<table>
<thead>
<tr>
<th>Track</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track A: Regional Studies</td>
<td>15</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>HIST 240</td>
<td>INTRODUCTION TO AFRICA</td>
</tr>
<tr>
<td>HIST 241</td>
<td>AFRICA UNDER EUROPEAN DOMINATION</td>
</tr>
<tr>
<td>HIST 309</td>
<td></td>
</tr>
<tr>
<td>HIST 315</td>
<td>COLONIAL LATIN AMERICA</td>
</tr>
<tr>
<td>HIST 316</td>
<td>LATIN AMERICA SINCE INDEPENDENCE</td>
</tr>
<tr>
<td>HIST 321</td>
<td></td>
</tr>
<tr>
<td>HIST 341</td>
<td>TOPICS IN EUROPEAN HISTORY</td>
</tr>
<tr>
<td>HIST 342</td>
<td>TOPICS IN WORLD HISTORY</td>
</tr>
<tr>
<td>POS 344</td>
<td>POLITICS OF INDIA</td>
</tr>
<tr>
<td>POS 354</td>
<td>POWER AND POLITICS IN THE MIDDLE EAST</td>
</tr>
<tr>
<td>POS 358</td>
<td>INTERNATIONAL RELATIONS OF THE MIDDLE EAST</td>
</tr>
<tr>
<td>SPAN 312</td>
<td>STUDIES IN HISPANIC CIVILIZATION &amp; CULTURE</td>
</tr>
</tbody>
</table>

**Track B: Developments in the Global System**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 214</td>
<td>THE ECONOMICS OF GLOBALIZATION</td>
<td></td>
</tr>
<tr>
<td>ECON 333</td>
<td>COMPARATIVE ECONOMIC SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>ECON 374</td>
<td>ECONOMICS OF DEVELOPMENT AND UNDERDEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>ECON 376</td>
<td>INTERNATIONAL TRADE AND IMPERIALISM</td>
<td></td>
</tr>
<tr>
<td>ECON 377</td>
<td>INTERNATIONAL FINANCE AND BALANCE OF PAYMENTS</td>
<td></td>
</tr>
<tr>
<td>HIST 305</td>
<td>MODERN IMPERIALIAl</td>
<td></td>
</tr>
<tr>
<td>HIST 306</td>
<td>THE WORLD SINCE 1945</td>
<td></td>
</tr>
<tr>
<td>HIST 325</td>
<td>DIPLOMATIC HISTORY OF THE UNITED STATES</td>
<td></td>
</tr>
<tr>
<td>HIST 335</td>
<td>HISTORY OF NATIONALISM</td>
<td></td>
</tr>
<tr>
<td>PHIL 219</td>
<td>WORLD RELIGIONS</td>
<td></td>
</tr>
<tr>
<td>POS 206</td>
<td>SIMULATING INTERNATIONAL SECURITY</td>
<td></td>
</tr>
<tr>
<td>POS 302</td>
<td>PROBLEMS IN U.S. FOREIGN POLICY</td>
<td></td>
</tr>
<tr>
<td>POS 303</td>
<td>COMPARATIVE DEMOCRATIZATION</td>
<td></td>
</tr>
<tr>
<td>POS 306</td>
<td>POLITICS OF DEVELOPMENT IN THE GLOBAL SOUTH</td>
<td></td>
</tr>
<tr>
<td>POS 339</td>
<td>POLITICAL VIOLENCE &amp; TERRORISM</td>
<td></td>
</tr>
<tr>
<td>POS 342</td>
<td>CONTEMPORARY CIVIL WAR</td>
<td></td>
</tr>
<tr>
<td>SOC 344</td>
<td>SOCIOLOGY OF GLOBALIZATION</td>
<td></td>
</tr>
</tbody>
</table>

**Track C: Race, Rights, Gender, and Activism**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 240</td>
<td>CROSS CULTURAL ANTHROPOLOGY</td>
<td></td>
</tr>
<tr>
<td>HIST 225</td>
<td>IMMIGRATION IN THE AMERICAS</td>
<td></td>
</tr>
<tr>
<td>HIST 317</td>
<td>THE FRENCH REVOLUTION &amp; NAPOLEAN</td>
<td></td>
</tr>
<tr>
<td>HIST 320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POS 327</td>
<td>SEXUALITY, GENDER, AND INTERNATIONAL HUMAN RIGHTS</td>
<td></td>
</tr>
<tr>
<td>POS 345</td>
<td>GLOBAL DIGITAL ACTIVISM</td>
<td></td>
</tr>
<tr>
<td>POS 347</td>
<td>ENVIRONMENTAL POLITICS</td>
<td></td>
</tr>
<tr>
<td>POS 348</td>
<td>POLITICS OF CLIMATE CHANGE</td>
<td></td>
</tr>
<tr>
<td>POS 380</td>
<td>INTERNATIONAL LAW I: HUMAN RIGHTS</td>
<td></td>
</tr>
<tr>
<td>POS 388</td>
<td>INTERVENTION AND PEACEKEEPING</td>
<td></td>
</tr>
<tr>
<td>SOC 211</td>
<td>CONTEMPORARY GLOBAL ISSUES</td>
<td></td>
</tr>
<tr>
<td>SOC 329</td>
<td>WHITENESS IN A GLOBAL ISSUES</td>
<td></td>
</tr>
<tr>
<td>SOC 342</td>
<td>GLOBAL RACE</td>
<td></td>
</tr>
<tr>
<td>SPCH 345</td>
<td>CROSS-CULTURAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>WGS 304</td>
<td>TOPICS IN IDENTITY, KNOWLEDGE, AND POWER</td>
<td></td>
</tr>
</tbody>
</table>

**General Education, University Writing Requirement, and Electives**

Courses to total 120  
Total Credit Hours 120

1 At least one course is required from each of the other two concentrations

**General Education Requirements**

**Code** | **Title** | **Credit Hours**
--------|-----------|----------------|
ACP 101  | FIRST YEAR SEMINAR 1 | 3 |
ACP 110  | PRIMARY TEXTS | 3 |
ACP 250  | GROUNDS FOR CHANGE | 3 |
ENG 101  | COMPOSITION I: CRITICAL READING & WRITING | 3 |
ENG 102  | COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH | 3 |

**Academic Communities of Practice**

**Humanities**
Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

**Mathematics**

**Non-Western requirement**
Non-Western course (can be used for Humanities or Social Sciences general education requirements)

**RU mission-related course**

**Science**
One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

**Social Sciences**
Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies

**Total Credit Hours** 49-50

1 Required for students who enter RU with fewer than 12 credit hours

2 Minimum grade of C- required

3 Math, Computer Science & Technology, and Science majors have different requirements--see advisor
International Studies, Minor

International Studies is a growing interdisciplinary field that offers students the opportunity to study politics, economics, history, sociology, anthropology, and communication as parts of a complex and evolving global system. A minor in International Studies is an excellent complement to many of the majors at Roosevelt University for those students considering living or working overseas at some point in their careers. Whether your major is Integrated Marketing and Communication (p. 70), Political Science (p. 92), or Biology (p. 44), International Studies broadens intellectual and professional expertise beyond your major and offers students the chance to develop wide-ranging knowledge about social, economic and political processes outside of the United States.

At Roosevelt, we study the international system with a focus on the pursuit and realization of social justice across national boundaries. We produce graduates with fluency in contemporary debates across multiple fields, as well as build the moral and ethical foundation to be international leaders and global citizens. Minors from the International Studies program will be viewed by potential employers as knowledgeable about a broad range of international topics, but also as socially-minded, problem-solving critical thinkers.

Advising

Students interested in an International Studies minor should consult their advisor or the program coordinator, Philip Hultquist (phultquist@roosevelt.edu), 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.

Minors 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. Study abroad courses and programs vary, so students should consult the program coordinator to see how study abroad courses fit in the International Studies curriculum.

Students are also strongly encouraged to supplement their International Studies education by learning a foreign language, though there is no formal requirement to do so.

Requirements

For the minor, students must complete three of the five core courses, plus three electives at the 300-level. Nine of the credits in the minor must be earned at Roosevelt. All courses must have a minimum grade of C.

### International Studies Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
</tr>
<tr>
<td>HIST 112</td>
<td>THE WORLD SINCE 1500</td>
</tr>
<tr>
<td>POS 102</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
</tr>
<tr>
<td>POS 103</td>
<td>INTRODUCTION TO INTERNATIONAL RELATIONS</td>
</tr>
<tr>
<td>SOC 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
</tr>
</tbody>
</table>

### Advanced International Studies Electives

Choose 3 additional International Studies Electives at the 300 Level. See Advisor.

Total Credit Hours 18

Journalism, BA

The Department of Communication offers three majors and four minors targeted toward careers or advanced study in the media professions—journalism, integrated marketing communications (advertising and public relations) and media studies.

The Journalism program at Roosevelt University offers a mix of hands-on professional courses and theoretical courses focused on issues common to all journalistic fields. Students in the program work with state-of-the-art technology to research their subjects, shoot and edit photos as well as digital video and audio, write articles, and design publications for print and online. Students who complete this "convergence" program will have completed coursework in digital, broadcast, and print journalism to prepare themselves for work in today's multimedia news environment.

Roosevelt's distinguished Journalism faculty members are all professional journalists, many of whom remain active in professional media organizations and bring their practical experiences into the classroom to provide students with valuable real-world perspective. Students learn in our multimedia newsroom-style computer labs, working hands-on with all of the most up-to-date graphics and digital video and audio editing software. All courses stress ethics and the social role of journalism and offer practical experience in reporting, writing, editing and design skills.

Journalism majors are encouraged to pursue a minor in related and complementary fields, for example: Political Science (p. 93), English (p. 62) or Economics (p. 59).

Prerequisites

Students must have completed COMM 201 COMMUNICATION IN THE INFO AGE (formerly listed as JOUR 201 COMMUNICATION IN THE INFORMATION AGE) or its equivalent with a grade of C or better to begin their studies as Journalism majors.
Requirements

Students complete a total of 11 courses (34 credit hours) for the Journalism major, including nine core courses and two electives.

- All students in this major are required to complete a professional internship work experience in the field, JOUR 399 (https://www.roosevelt.edu/Catalog/Undergraduate/Course.aspx?subj=JOUR&num=399), Internship.
- All students in this major complete the required capstone journalism project, JOUR 392 (https://www.roosevelt.edu/Catalog/Undergraduate/Course.aspx?subj=JOUR&num=392), The Convergence Newsroom. This is a team reporting project in which students’ final work is published on a multimedia website.
- Transfer students must complete seven JOUR courses (21 credit hours) at Roosevelt.
- No 100-level courses may count toward the hours required for this major.
- No Pass/Fail grades are accepted for this major.
- All courses for the major must be completed with a minimum grade of C (not C-) or better.

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR 219</td>
<td>ESSENTIAL MULTIMEDIA SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 220</td>
<td>MEDIA WRITING</td>
<td>4</td>
</tr>
<tr>
<td>JOUR 305</td>
<td>NEWS VIDEO PRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 319</td>
<td>NEWS REPORTING</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 363</td>
<td>LAW AND ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 389</td>
<td>NEW MEDIA AND TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 390</td>
<td>SPECIAL TOPIC: JOURNALISM TODAY</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 392</td>
<td>THE CONVERGENCE NEWSROOM</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Two courses at the 200 or 300 level in journalism (COMM 201 may not be used as an elective)

General Education, University Writing Requirement, and Electives

Courses to total 120

Total Credit Hours 120

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) 3</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

Social Sciences

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies

Total Credit Hours 49-50

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Journalism, Minor

The Department of Communication offers three majors and four minors targeted toward careers or advanced study in the media professions—journalism, integrated marketing communications (advertising and public relations) and media studies.

The Journalism minor at Roosevelt University focuses on hands-on professional courses in which students will develop and practice research, writing and reporting skills that are common to all journalistic fields. Students in the minor complete five lab-based courses working with state-of-the-art technology to produce reports across multiple media forms. The Journalism minor is a good option for students who choose to major in a variety of fields including political science, history, economics, or the sciences. Journalism courses at Roosevelt are offered at the Chicago campus.
Prerequisites
COMM 201 COMMUNICATION IN THE INFO AGE (formerly JOUR 201 COMMUNICATION IN THE INFORMATION AGE) is the prerequisite course for this minor (grade C or better).

Requirements
Five courses (16 credit hours) are required for the minor in Journalism.

- Transfer students must complete three JOUR courses (9 credit hours) at Roosevelt.
- No 100-level courses may count toward the hours required for this minor.
- No Pass/Fail grades are accepted for this minor.
- All courses for the minor must be completed with a minimum grade of C (not C-) or better.

Core Requirements
JOUR 219 ESSENTIAL MULTIMEDIA SKILLS 3
JOUR 220 MEDIA WRITING 4
JOUR 305 NEWS VIDEO PRODUCTION 3
JOUR 319 NEWS REPORTING 3
Select one of the following 3
  • JOUR 390 SPECIAL TOPIC: JOURNALISM TODAY
  • JOUR 392 THE CONVERGENCE NEWSROOM

Total Credit Hours 16

Legal Studies, BA/BS JD
Roosevelt University and The John Marshall Law School (http://www.jmls.edu) cooperate in offering combined credit programs leading to the degrees of Juris Doctor and the baccalaureate degree (BA or BS), also known as the 3+3 program. Under this program, successful completion of the first 29 credit hours at John Marshall Law School may be credited toward the completion of the baccalaureate degree at Roosevelt. Students who wish to pursue the combined degree with John Marshall must successfully complete Roosevelt’s Legal Studies minor (p. 77). Students interested in pursuing this opportunity should meet with their advisor or with the coordinator of Legal Studies, Professor David Faris (http://blogs.roosevelt.edu/dfaris) (dfaris@roosevelt.edu).

Please note: Legal Studies is not a Roosevelt University major; a major must be chosen from among those offered by the College of Arts and Sciences, and its requirements completed as part of the 91 or more credit hours required to begin at John Marshall.

Admission
Students must be admitted separately to each institution. They may begin their courses at John Marshall after completing 91 or more credit hours at Roosevelt, after successful completion of the required courses, and after successful application to the law school program, reflecting the qualifications needed for admission as established by The John Marshall Law School Admission Office.

Standards
At least 61 credit hours must be taken at Roosevelt University, with no more than 30 credit hours transferred from another undergraduate institution. The final 30 hours must be taken at Roosevelt.

All university core requirements (including distribution and other general education requirements) as well as the requirements of the Legal Studies minor (p. 77) must be completed as part of the 91 or more credit hours.

Requirements
As part of the 91 or more required credit hours, students must complete:

- Arts and Science major of student’s choosing
- General Education requirements for Arts and Sciences
- Legal Studies minor Courses for this include:

Courses in Legal Ideas
POS 329 PHILOSOPHY OF LAW 3
POS 374 UNITED STATES CONSTITUTIONAL LAW 3
POS 375 CIVIL RIGHTS & CIVIL LIBERTIES 3

Courses in Legal Skills
BCOM 301 BUSINESS COMMUNICATIONS 3
PHIL 209 CRITICAL THINKING 3
or PHIL 210 LOGIC
WRTG 160 THE ART OF PERSUASION 3

Completion of the following courses is preferred:
HIST 106 THE UNITED STATES TO 1865 3
& HIST 107 THE UNITED STATES SINCE 1865 3
or HIST 107 THE UNITED STATES SINCE 1865 3
ECON 101 PRINCIPLES OF ECONOMICS I 3
POS 101 UNITED STATES POLITICS 3

General Education, University Writing Requirement, and Electives
Courses to total 91

Upon completion of 91 or more credit hours, students must have achieved a minimum GPA and LSAT score as determined by John Marshall and made available from the Office of Admission.

Once students have completed the above requirements and are admitted to John Marshall, the first 29 credit hours successfully completed there will be cross-credited by Roosevelt and applied toward the completion of the bachelor’s degree.

If a student is dropped for academic reasons from John Marshall after the first or second semester of law school, Roosevelt will determine which credits will be counted towards the bachelor’s degree.

Roosevelt will determine whether to award credit to a student receiving a grade of “D” or lower at John Marshall.

Admission to The John Marshall Law School is not guaranteed for students in this program, but it does allow participating Roosevelt students to apply for the JD program a year sooner than other students and thus makes it possible for them to eliminate a year from the time it ordinarily takes to complete both degrees.

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
</tbody>
</table>
ACM 250  GROUNDS FOR CHANGE  3
English Composition  2
ENG 101  COMPOSITION I: CRITICAL READING & WRITING  3
ENG 102  COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH  3

Humanities
Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

Mathematics
MATH 110  QUANTITATIVE LITERACY (or above)  3

Non-Western requirement
Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course  2
LIBS 201  WRITING SOCIAL JUSTICE  3

Science
One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

Social Sciences
Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies

Total Credit Hours  49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C- required
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Legal Studies, Minor
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 (p. 167) for descriptions of these programs.

Requirements
The courses of the minor are divided into legal ideas and legal skills categories. Students who wish to complete this minor must take 18 credit hours from courses listed below. All courses in the minor must be completed with a grade of C or higher. At least 9 credit hours must be taken at Roosevelt University.

Courses in Legal Ideas

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 329</td>
<td>PHILOSOPHY OF LAW</td>
<td>3</td>
</tr>
<tr>
<td>POS 374</td>
<td>UNITED STATES CONSTITUTIONAL LAW</td>
<td>3</td>
</tr>
<tr>
<td>POS 375</td>
<td>CIVIL RIGHTS &amp; CIVIL LIBERTIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses in Legal Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 209</td>
<td>CRITICAL THINKING</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL 210</td>
<td>LOGIC</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRTG 160</td>
<td>THE ART OF PERSUASION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  18

Mathematics, BA
At Roosevelt, the bachelor’s degree in Mathematics prepare graduates for a variety of professions as well as for continuing study at the graduate level. Students will gain analytical, quantitative, and problem-solving skills. Students will also learn to apply the ideas of mathematics to other fields of knowledge and to communicate mathematics effectively.

Mathematics is a beautiful and interesting subject that involves statistics, numbers, functions, shapes, and structures. These concepts are logically interconnected and develop into a fascinating theory. They are also used to solve real-world problems from a wide variety of areas, including science, computer science, social science, finance, and business. The study of mathematics provides training in disciplined thought and analysis.

Standards
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. All courses presented for the major and the minor(s) must be completed with grades of C- or higher with an overall GPA of 2.0 in the major. A maximum of two grades of C- may be presented for the major. Repeated courses in the major or minor require specific approval.

Note: Students who wish to teach math at the secondary level need a minimum grade of C (2.0) in their Mathematics courses, as well as a grade point average in their major of 2.7 or higher.

Prerequisites
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-
Mathematics, BA

prepared students. All prerequisite courses must be completed with grades of C- or higher.

Requirements

All credit must be approved by the Mathematics faculty to be applied toward the major. At least four of the courses beyond MATH 233 CALCULUS III must be completed at Roosevelt University. Once a student begins taking Math classes at Roosevelt, any additional courses taken outside of the university must get pre-approval in writing from the department chair in order to be applied to the Math major.

Requirements for a major in Mathematics leading to the BA degree consists of the core and elective courses listed below.

This major has 39 credits. Note that a student transferring in four-credit calculus 1 and 2 courses and a three-credit introductory proof course may have only 36 credits.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 150</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 233</td>
<td>CALCULUS III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 245</td>
<td>DISCRETE STRUCTURES &amp; MATH 290</td>
<td>4</td>
</tr>
<tr>
<td>MATH 246</td>
<td>LINEAR ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 352</td>
<td>ANALYSIS</td>
<td>3</td>
</tr>
</tbody>
</table>

Math B.A. electives

Select four electives above MATH 233 including at least two at the 300 level

General Education, University Writing Requirement, and Electives

Courses to total 120

Total Credit Hours 120

1. Students who wish to teach at the middle school or high school level should choose electives using the concentration in Secondary Education. Students who wish to have a statistics concentration should choose electives from the list in that section.

Concentration in Secondary Education

Students pursuing a concentration in Secondary Education will take courses that prepare them for the Illinois Mathematics Content Test. They also need to register for the minor in secondary education (p. 119). Students should speak with both the mathematics and education departments for course advising.

Standards

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. In order to satisfy state teacher requirements, all courses presented for the major and the minor(s) must be completed with grades of C or higher with an overall GPA of 2.7 in the major. Repeated courses in the major or minor require specific approval.

Requirements for the Concentration

Students choosing this concentration must complete the 27 credit hour core requirements listed above. Five additional courses are required as follows:

Courses required for the SEED Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 316</td>
<td>HISTORY OF MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 317</td>
<td>GEOMETRY</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following Algebraic Structures courses:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 318</td>
<td>NUMBER THEORY</td>
<td></td>
</tr>
<tr>
<td>MATH 320</td>
<td>INTRODUCTION TO ABSTRACT ALGEBRA</td>
<td></td>
</tr>
<tr>
<td>Select one of the following Modeling courses:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 280</td>
<td>MATHEMATICAL MODELING</td>
<td></td>
</tr>
<tr>
<td>MATH 307</td>
<td>DIFFERENTIAL EQUATION/MODELING</td>
<td></td>
</tr>
<tr>
<td>MATH 309</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>MATH 323</td>
<td>COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>MATH 328</td>
<td>LINEAR PROGRAMMING &amp; OPTIMIZATION</td>
<td></td>
</tr>
<tr>
<td>MATH 339</td>
<td>BASEBALL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 389</td>
<td>SPECIAL TOPICS ( Requires Chair Approval)</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following Probability and Statistics courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 238</td>
<td>APPLIED PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 347</td>
<td>PROBABILITY THEORY</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

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.

Requirements for the concentration

Students choosing this concentration must complete the 27 semester hour core requirements listed above. Five additional courses are required as follows:

Courses required for the Statistics Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 347</td>
<td>PROBABILITY THEORY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 348</td>
<td>MATHEMATICAL STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 349</td>
<td>REGRESSION &amp; TIME SERIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 280</td>
<td>MATHEMATICAL MODELING</td>
<td></td>
</tr>
<tr>
<td>MATH 307</td>
<td>DIFFERENTIAL EQUATION/MODELING</td>
<td></td>
</tr>
<tr>
<td>MATH 309</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>MATH 323</td>
<td>COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>MATH 328</td>
<td>LINEAR PROGRAMMING &amp; OPTIMIZATION</td>
<td></td>
</tr>
<tr>
<td>MATH 339</td>
<td>BASEBALL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 369</td>
<td>MODELS FOR LIFE CONTINGENCIES</td>
<td></td>
</tr>
<tr>
<td>MATH 389</td>
<td>SPECIAL TOPICS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

In addition, a minor in a science that uses statistics is required. Approved minor areas for the BA degree with a concentration in statistics are:
• Biology (p. 48)
• Chemistry (p. 52)
• Computer Science (p. 54)
• Economics (p. 59)
• Environmental Sciences (p. 62)
• Psychology (p. 99)
• Sociology (p. 107)

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
<tr>
<td>Non-Western course (can be used for Humanities or Social Sciences general education requirements)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors))</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C- required
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

• Students may apply no more than 60 credit hours of 100-level courses toward the degree.
• Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
• Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.

Mathematics, BS

At Roosevelt, the bachelor’s degree in mathematics prepare graduates for a variety of professions as well as for continuing study at the graduate level. Students will gain analytical, quantitative, and problem-solving skills. Students will also learn to apply the ideas of mathematics to other fields of knowledge and to communicate mathematics effectively.

Mathematics is a beautiful and interesting subject that involves statistics, numbers, functions, shapes, and structures. These concepts are logically interconnected and develop into a fascinating theory. They are also used to solve real world problems from a wide variety of areas, including science, computer science, social science, finance, and business. The study of mathematics provides training in disciplined thought and analysis.

The Secondary Education Minor (p. 119) page provides more detail.

Prerequisites

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 must be completed with grades of C- or higher.

Requirements

All credit must be approved by the Mathematics faculty to be applied toward the major. At least four of the courses beyond MATH 233 CALCULUS III must be completed at Roosevelt University.

Once a student begins taking math classes at Roosevelt, any additional courses taken outside of the 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 BS degree consists of the core and elective courses listed below. This is 42 credit hours, although it may vary slightly for transfer students (who took, for example, a 4 credit-hour calculus 1 course).

In addition, a minor or a supporting sequence of at least 15 credit hours in a science is required. Approved areas for the BS degree are:

• Biology (p. 48)
• Chemistry (p. 52)
• Computer Science (p. 54) (courses must be above CST 115 DIGITAL MEDIA CRAFT, A&S)
• Physical Science (courses must be at or above PHSC 103 GLOBAL CLIMATE CHANGE)
• Physics
• Psychology (p. 99)
A total of at least 60 credit hours in actuarial science, mathematics, computer science, the natural sciences, or psychology is required. (Note that the completion of the standard general education requirements, the major requirements, and the supporting sequence will typically result in at least 60 semester hours.)

**Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 150</td>
<td>COMPUTER SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 232</td>
<td>CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 233</td>
<td>CALCULUS III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 245</td>
<td>DISCRETE STRUCTURES &amp; MATH 290</td>
<td>4</td>
</tr>
<tr>
<td>MATH 246</td>
<td>LINEAR ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 320</td>
<td>INTRODUCTION TO ABSTRACT ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 352</td>
<td>ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 380</td>
<td>CAPSTONE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives for the Math B.S.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 238</td>
<td>APPLIED PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 347</td>
<td>PROBABILITY THEORY</td>
<td></td>
</tr>
<tr>
<td>MATH 280</td>
<td>MATHEMATICAL MODELING</td>
<td></td>
</tr>
<tr>
<td>MATH 307</td>
<td>DIFFERENTIAL EQUATION/MODELING</td>
<td></td>
</tr>
<tr>
<td>MATH 309</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>MATH 323</td>
<td>COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>MATH 328</td>
<td>LINEAR PROGRAMMING &amp; OPTIMIZATION</td>
<td></td>
</tr>
<tr>
<td>MATH 339</td>
<td>BASEBALL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 389</td>
<td>SPECIAL TOPICS (Requires approval from Chair)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 120

1. Students who wish to teach at the middle school or high school level should choose electives using the concentration in Secondary Education. Students who wish to have a statistics concentration should choose electives from the list in that section.

**Additional concentration in Secondary Education**

Students pursuing a concentration in Secondary Education will take courses that prepare them for the Illinois Mathematics Content Test. They also need to register for the minor in secondary education (p. 119). Students should speak with both the mathematics and education departments for course advising.

**Standards**

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. In order to satisfy state teacher requirements, all courses presented for the major and the minor(s) must be completed with grades of C or higher with an overall GPA of 2.7 in the major. Repeated courses in the major or minor require specific approval.

**Requirements for the concentration**

Students choosing this concentration must complete the 30 credit hours of core requirements listed above along with a minor or concentration in a science. Four additional courses are required as follows:

**Courses required for the SEED concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 316</td>
<td>HISTORY OF MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 317</td>
<td>GEOMETRY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional concentration in Statistics**

**Requirements for the Concentration**

Students choosing this concentration must complete the 30 credit hours of core requirements listed above along with a minor or concentration in a science. Four additional courses are required as follows:

**Courses required for the Statistics concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 347</td>
<td>PROBABILITY THEORY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 348</td>
<td>MATHEMATICAL STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 349</td>
<td>REGRESSION &amp; TIME SERIES</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 280</td>
<td>MATHEMATICAL MODELING</td>
<td></td>
</tr>
<tr>
<td>MATH 307</td>
<td>DIFFERENTIAL EQUATION/MODELING</td>
<td></td>
</tr>
<tr>
<td>MATH 309</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>MATH 323</td>
<td>COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>MATH 328</td>
<td>LINEAR PROGRAMMING &amp; OPTIMIZATION</td>
<td></td>
</tr>
<tr>
<td>MATH 339</td>
<td>BASEBALL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>MATH 369</td>
<td>MODELS FOR LIFE CONTINGENCIES</td>
<td></td>
</tr>
<tr>
<td>MATH 389</td>
<td>SPECIAL TOPICS (Requires Chair approval)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 12

**General Education Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td></td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td></td>
</tr>
</tbody>
</table>

**Humanities**
Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

**Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Western requirement**

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

**RU mission-related course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Science**

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

**Social Sciences**

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies

**Total Credit Hours**

49-50

1 Required for students who enter RU with fewer than 12 credit hours  
2 Minimum grade of C- required  
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

**Mathematics, Minor**

At Roosevelt, the minor in mathematics allows students from other fields to gain additional analytical, quantitative, and problem-solving skills. Students will also learn to apply the ideas of mathematics to other fields of knowledge and to communicate mathematics effectively.

Mathematics is a beautiful and interesting subject that involves statistics, numbers, functions, shapes, and structures. These concepts are logically interconnected and develop into a fascinating theory. They are also used to solve real world problems from a wide variety of areas, including science, computer science, social science, finance, and business. The study of mathematics provides training in disciplined thought and analysis.

**Requirements**

All five required Mathematics courses for the minor must be passed with a C- or higher, and at least three must be completed at Roosevelt. Interested students who have completed a college calculus course that did not transfer in as MATH 231 CALCULUS I (such as MATH 202 APPLIED CALCULUS FOR HEALTH SCIENCE AND BUSINESS) are encouraged to discuss course options with the department chair.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives**

Four MATH courses, at least three must be at the 200-level or higher

12-14

**Total Credit Hours**

17-19

**Media Studies, BA**

The Department of Communication offers three majors and four minors targeted toward careers or advanced study in the media professions—journalism, integrated marketing communications (advertising and public relations) and media studies.

Media Studies is an interdisciplinary program for those interested in exploring the media and their effects and avenues of influence in society, politics, and culture. The Media Studies major provides students with the objective knowledge, tools, and skills needed to access, analyze, evaluate and create messages using all forms of media technology. The major in media studies prepares students for graduate study as well as for work in the media industries and careers involving mediated communications. The major in Media Studies can only be completed at the Chicago campus.

The Media Studies curriculum blends theory and practice in order to provide students with professional skills in their chosen field. Classes are taught by full-time and adjunct faculty with professional backgrounds in communications fields. Ethics, leadership development, and civic engagement are thematically woven into the fabric of course readings, assignments, and activities.

Media Studies majors are encouraged to pursue a minor in related and complementary fields such as Journalism (p. 75) or Integrated Marketing Communications (p. 71) or in one of the social science fields like Psychology (p. 99) or Sociology (p. 107).

**Prerequisites**

Students must have completed COMM 201 COMMUNICATION IN THE INFO AGE (formerly JOUR 201 COMMUNICATION IN THE INFORMATION AGE) or its equivalent with a grade of C or better to begin their studies in the Media Studies major.

**Requirements**

Students will complete a total of 12 courses (36 credit hours) for the major in Media Studies including eight core courses and four electives.

- All students in this major are required to complete a two-course, fall/spring capstone course sequence for this major. In MED 380 (https://www.roosevelt.edu/Catalog/Undergraduate/Course.aspx?subj=MED&num=380), Media Research Methods, offered every fall term, students study the principles of media research and
Media Studies, Minor

Work to identify a research topic of interest. In MED 381 (https://www.roosevelt.edu/Catalog/Undergraduate/Course.aspx?subj=MED&num=381), Media Studies Research Project, offered every spring term, students learn how to design and implement primary research and prepare and present a final report on the identified research topic.

- Transfer students must complete eight MED courses (24 credit hours) at Roosevelt.
- No 100-level courses may count toward the hours required for this major.
- No Pass/Fail grades are accepted for this major.
- All courses for the major must be completed with a minimum grade of C (not C-) or better.

Core
MED 203 INTRODUCTION TO MEDIA THEORY 3
MED 221 INTRODUCTION TO MEDIA PRODUCTION 3
MED 306 MEDIA LITERACY 3
MED 351 PUBLIC OPINION AND PROPAGANDA 3
MED 363 MEDIA ETHICS 3
MED 375 MEDIA ANALYSIS AND CRITICISM 3
MED 380 MEDIA RESEARCH METHODS 3
MED 381 MEDIA STUDIES RESEARCH PROJECT 3

Electives
Four courses at the 200-or-300-level in MED, JOUR, IMC, or SPCH 12

General Education, University Writing Requirement, and Electives
Courses to total 120 84
Total Credit Hours 120

General Education Requirements

### Academic Communities of Practice

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

### English Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

### Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies 9

### Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) 3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements) 3

### RU mission-related course 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

### Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors) 7-8

### Social Sciences

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies 9

Total Credit Hours 49-50

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C- required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Media Studies, Minor

The Department of Communication offers three majors and four minors targeted toward careers or advanced study in the media professions—journalism, integrated marketing communications (advertising and public relations) and media studies.

Media Studies is an interdisciplinary program for those interested in exploring the media and their effects and avenues of influence in society, politics, and culture. The media studies minor exposes students to the objective knowledge, tools and skills needed to access, analyze, evaluate and create messages using all forms of media technology. The minor in Media Studies serves as an effective complement of applied skills for any student choosing to major in one of the social sciences or fine arts fields. Courses for the Media Studies minor can only be completed at the Chicago campus.

Prerequisites

COMM 201 COMMUNICATION IN THE INFO AGE (formerly JOUR 201 COMMUNICATION IN THE INFORMATION AGE) is the prerequisite course for this minor (grade C or better).
Requirements

Six courses (18 credit hours) are required for the minor in Media Studies.

- Transfer students must complete at least three MED courses (9 credit hours) at Roosevelt.
- No 100-level courses may count toward the hours required for this minor.
- No Pass/Fail grades are accepted for this minor.
- All courses for the minor must be completed with a minimum grade of C (not C-) or better.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 203</td>
<td>INTRODUCTION TO MEDIA THEORY</td>
<td>3</td>
</tr>
<tr>
<td>MED 221</td>
<td>INTRODUCTION TO MEDIA PRODUCTION</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

- MED 306 MEDIA LITERACY
- MED 351 PUBLIC OPINION AND PROPAGANDA
- MED 363 MEDIA ETHICS
- MED 375 MEDIA ANALYSIS AND CRITICISM

Select three additional courses from required or elective MED courses

Total Credit Hours 18

Medical Technology, BS

Health care professions separate from nursing, medicine, and pharmacy provide a range of diagnostic, technical, therapeutic and direct patient care and support services that are critical to other health professionals they work with and the patients they serve.

The overall employment outlook for individuals with professional certifications varies, but is projected to be good to excellent by the U.S. Bureau of Labor Statistics. The BS degrees include Diagnostic Medical Sonography, Histotechnology, Medical Technology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography. These areas involve completing required course work at Roosevelt University, followed by clinical training at the appropriate affiliate clinical site. A separate application to the clinical training program is required, and acceptance is not guaranteed. Roosevelt University offers five programs with clinical training at Northwestern Memorial Hospital, Chicago (Diagnostic Medical Sonography, Histotechnology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography) and one program with clinical training at NorthShore Health Systems, Evanston (Medical Technology).

Requirements

Courses taken for the major 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 to be acceptable as a prerequisite for subsequent courses. A minimum cumulative GPA of 2.0 is required for all courses in the major. However, it is important to note that the clinical affiliates have their own GPA requirements and may not accept grades of C- for certain required prerequisite courses.

Each of the areas of study has its own prerequisite courses and requirements. These programs require students to complete all required course work before applying to the clinical affiliate. Students are not guaranteed admission into the clinical training portion of the degree.

Students must make certain they are fully aware of each area’s specific acceptance requirements. Students interested in these health care careers should seek early guidance from the health coordinator in the Department of Biological, Chemical and Physical Sciences.

Standards

- AP biology credit with a score of 3.0 or higher may apply toward the major in biology or the general education requirements after consultation with an advisor.
- AP chemistry with a score of 4 or higher satisfies the requirements for CHEM 201 GENERAL CHEMISTRY I with lab.
- AP Physics I (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab.
- AP Physics II (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab.
- AP Physics C: Mechanics with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab and PHYS 233 CALCULUS-BASED PHYSICS I DISCUSSION.
- AP Physics C: Electricity and Magnetism with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab and PHYS 234 CALCULUS-BASED PHYSICS II DISCUSSION.

In addition, students must:

- Take a minimum of their last 30 credit hours at Roosevelt University; off-site clinical courses count toward this requirement.
- Take at least 20 credit hours in acceptable Biology, Chemistry, or Physics courses at Roosevelt University; not more than 15 credit hours of acceptable Biology courses may be transferred to Roosevelt University and applied toward the BS degrees.
- Once enrolled in the program, complete all remaining Biology, Chemistry, Physics, and Mathematics course requirements for these BS degrees at Roosevelt University. Under special circumstances, written permission to take required courses elsewhere may be granted by the health coordinator.
- Apply only courses in biology taken within the past eight years toward graduation.
- Limit to 4 credit hours the total of independent study hours (BIOL 395 INDEPENDENT STUDY/BCHM 395 INDEPENDENT STUDY/CHEM 395 INDEPENDENT STUDY/PHYS 395 INDEPENDENT STUDY) and independent research (BIOL 392 RESEARCH IN BIOLOGY/BCHM 392 RESEARCH IN BIOCHEMISTRY/CHEM 392 RESEARCH IN CHEMISTRY/PHYS 392 RESEARCH IN PHYSICS) used to fulfill the requirements of the major.

Medical Technology is one of the most rapidly expanding branches of medical science, with the demand for qualified clinical laboratory scientists far exceeding the number of trained people available. The Medical Technologist program at Roosevelt University prepares students for careers in this continually expanding health care field. 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. American Society for Clinical Pathology (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 Medical Technology degree. Contact an advisor in the Department of
Biological, Chemical, and Physical Sciences for details and advising as soon as possible. This is a 3+1 program in which the first three years of course work is completed at Roosevelt University with the final year completed at the clinical affiliate site at NorthShore University Health System Evanston.

Admission

Admission to the clinical training program is at the discretion of the clinical affiliate, NorthShore University Health System Evanston. Students are not guaranteed admission. The minimum GPA for application to this program is a 2.8 overall GPA and a 2.8 GPA in science and math courses. 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.

Requirements

Medical technology students complete a minimum of 88 credit hours of academic course work, including the University Writing Requirement and the College of Arts and Sciences general education requirements, in addition to the Medical Technology requirements outlined below. Students must take their final 30 hours before the clinical training at Roosevelt University. The last 32 credit hours are completed in a one-year, full-time, daytime clinical training program at the NorthShore University Health System Evanston*. Upon successful completion of the clinical program, students receive the Certificate in Medical Technology from Roosevelt University. The last 32 credit hours are completed in a one-year, full-time, daytime clinical training program at the NorthShore University Health System Evanston. Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.

* Acceptance into the clinical training is not guaranteed and is at the discretion of the clinical site.

Clinical requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Total credits for degree</td>
<td>120</td>
</tr>
</tbody>
</table>

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Total credits for degree</td>
<td>120</td>
</tr>
</tbody>
</table>

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>MICROBIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 367</td>
<td>IMMUNOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Courses in Medical Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 320</td>
<td>CLINICAL HEMATOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>ALH 321</td>
<td>CLINICAL MICROBIOLOGY - VIROLOGY</td>
<td>2</td>
</tr>
<tr>
<td>ALH 322</td>
<td>CLINICAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>ALH 323</td>
<td>CLINICAL IMMUNOLOGY/SEROLOGY</td>
<td>5</td>
</tr>
<tr>
<td>ALH 324</td>
<td>CLINICAL IMMUNOHEMATOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ALH 325</td>
<td>CLINICAL MICROSCOPY/URINALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>ALH 326</td>
<td>CLINICAL EDUCATION II</td>
<td>3</td>
</tr>
<tr>
<td>ALH 327</td>
<td>PHLEBOTOMY</td>
<td>1</td>
</tr>
<tr>
<td>ALH 328</td>
<td>CLINICAL MICROBIOLOGY-MYCODOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ALH 329</td>
<td>MANAGEMENT AND EDUCATION</td>
<td>2</td>
</tr>
</tbody>
</table>

General Education, University Writing Requirement, and Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>Core requirements</td>
<td>46</td>
</tr>
</tbody>
</table>

Clinical requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

English Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) ³</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>Total Credit Hours</td>
<td>49-50</td>
</tr>
</tbody>
</table>

¹ Required for students who enter RU with fewer than 12 credit hours
² Minimum grade of C- required
³ Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.

Academic Communities of Practice

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

English Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) ³</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>Total Credit Hours</td>
<td>49-50</td>
</tr>
</tbody>
</table>

¹ Required for students who enter RU with fewer than 12 credit hours
² Minimum grade of C- required
³ Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.

Academic Communities of Practice

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

English Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) ³</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>Total Credit Hours</td>
<td>49-50</td>
</tr>
</tbody>
</table>

¹ Required for students who enter RU with fewer than 12 credit hours
² Minimum grade of C- required
³ Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
• Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
• Students must have a minimum of 90 hours in Arts and Sciences.
• Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS).

Mental Health Concentration

The Concentration in Mental Health allows undergraduates to learn about psychological well being and distress, personality, and the ways that mental health professionals address these concerns. This concentration sequence also includes an internship course that provides students with first-hand experience assisting others in the community. This concentration is well suited for students who will pursue graduate training in the helping professions, or for those who may be employed in entry-level mental health positions after graduation.

Requirements

Five courses (15 semester hours) are needed to earn a Concentration in Mental Health. Three of these courses are required, and students choose two electives from a list of options.

All courses must be passed with a grade of C- or higher. A minimum cumulative GPA of 2.0 is required for all courses in the concentration. Only one class can be transferred from another institution.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 201</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 243</td>
<td>THEORIES OF PERSONALITY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 393</td>
<td>INTERNSHIP IN PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 270</td>
<td>PSYCHOLOGICAL TESTS</td>
<td></td>
</tr>
<tr>
<td>PSYC 347</td>
<td>HEALTH PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 373</td>
<td>RELAXATION &amp; MINDFULNESS</td>
<td></td>
</tr>
<tr>
<td>PSYC 375</td>
<td>COUNSELING AND CLINICAL</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

1 Meets the service learning/laboratory requirement for the concentration.

Neuroscience Concentration

The Neuroscience Concentration allows students to study the biological basis of behavior and organizational principles of brain functioning in depth. Students are encouraged to take courses in both Psychology and Biology because of the fields interdisciplinary nature; however, students can meet concentration requirements from classes offered by the Department of Psychology alone. This concentration is well suited for students planning to go on to clinical neuropsychology, medicine, pharmacology, neuroscience, or allied health fields.

Requirements

Four courses (at least 12 credit hours) are required from the list below. One of the four courses must have a service learning component or a laboratory component.

Only one elective class can be transferred from another institution. All courses must be passed with a grade of C- or higher. A minimum cumulative GPA of 2.0 is required for all courses in the concentration.

Core

Select at least 12 semester hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 310</td>
<td>FUNDAMENTALS OF BEHAVIORAL NEUROSCIENCE</td>
<td></td>
</tr>
<tr>
<td>PSYC 325</td>
<td>SENSATION AND PERCEPTION</td>
<td></td>
</tr>
<tr>
<td>PSYC 326</td>
<td>COGNITIVE PROCESSES</td>
<td></td>
</tr>
<tr>
<td>PSYC 336</td>
<td>BRAIN AND BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>PSYC 350</td>
<td>HUMAN NEUROPSYCHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Nuclear Medicine Technology, BS

Health care professions separate from nursing, medicine, and pharmacy provide a range of diagnostic, technical, therapeutic and direct patient care and support services that are critical to other health professionals they work with and the patients they serve.

The overall employment outlook for individuals with professional certifications varies, but is projected to be good to excellent by the U.S. Bureau of Labor Statistics. The BS degrees include Diagnostic Medical Sonography, Histotechnology, Medical Technology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography. These areas involve completing required course work at Roosevelt University, followed by clinical training at the appropriate affiliate clinical site. A separate application to the clinical training program is required, and acceptance is not guaranteed. Roosevelt University offers five programs with clinical training at Northwestern Memorial Hospital, Chicago (Diagnostic Medical Sonography, Histotechnology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography) and one program with clinical training at NorthShore Health Systems, Evanston (Medical Technology).

Requirements

Courses taken for the major 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 to be acceptable as a prerequisite for subsequent courses. A minimum cumulative GPA of 2.0 is required for all courses in the major. However, it is important to note that the clinical affiliates have their own GPA requirements and may not accept grades of C- for certain required prerequisite courses.

Each of the areas of study has its own prerequisite courses and requirements. These programs require students to complete all required course work before applying to the clinical affiliate. Students are not guaranteed admission into the clinical training portion of the degree. Students must make certain they are fully aware of each area’s specific acceptance requirements. Students interested in these health care careers should seek early guidance from the health coordinator in the Department of Biological, Chemical and Physical Sciences.

Standards

• AP biology credit with a score of 3.0 or higher may apply toward the major in biology or the general education requirements after consultation with an advisor.
• AP chemistry with a score of 4 or higher satisfies the requirements for CHEM 201 GENERAL CHEMISTRY I with lab.
• AP Physics I (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab.
• AP Physics II (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab.
• AP Physics C: Mechanics with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab and PHYS 233 CALCULUS-BASED PHYSICS I DISCUSSION.
• AP Physics C: Electricity and Magnetism with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab and PHYS 234 CALCULUS-BASED PHYSICS II DISCUSSION.

In addition, students must:
• Take a minimum of their last 30 credit hours at Roosevelt University; off-site clinical courses count toward this requirement.
• Take at least 20 credit hours in acceptable Biology, Chemistry, or Physics courses at Roosevelt University; not more than 15 credit hours of acceptable Biology courses may be transferred to Roosevelt University and applied toward the BS degrees.
• Once enrolled in the program, complete all remaining Biology, Chemistry, Physics, and Mathematics course requirements for these BS degrees at Roosevelt University. Under special circumstances, written permission to take required courses elsewhere may be granted by the health coordinator.
• Apply only courses in biology taken within the past eight years toward graduation.
• Limit to 4 credit hours the total of independent study hours (BIOL 395 INDEPENDENT STUDY/BCHM 395 INDEPENDENT STUDY/PHYS 395 INDEPENDENT STUDY) and independent research (BIOL 392 RESEARCH IN BIOLOGY/BCHM 392 RESEARCH IN BIOCHEMISTRY/PHYS 392 RESEARCH IN PHYSICS) used to fulfill the requirements of the major.

The Nuclear Medicine Technology program at Roosevelt University prepares students for the careers as part of a health care team. Nuclear medicine technologists are involved in direct patient care. Nuclear medicine provides unique information about the structure and function of virtually every major organ system within the body. It is the ability to characterize and quantify physiologic function at the molecular level that separates nuclear medicine from other imaging modalities. Nuclear medical technologists work with physicians to administer radioactive nuclides for the diagnosis of disease and to provide therapy. Most nuclear medicine technologists work in hospitals. Contact an advisor in the Department of Biological, Chemical, and Physical Sciences for details and advising as soon as possible. This is a 3+1 program in which the first three years of course work is completed at Roosevelt University and the final year completed at Northwestern Memorial Hospital.

Admission
Admission to clinical training is at the discretion of Northwestern Medicine. Students are not guaranteed admission. The minimum GPA for application for this program is a 2.5 GPA overall and a 2.5 GPA in the per-requisite courses. 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 in the BS program and exemption from further clinical training.

Prerequisites
Clinical courses listed below are subject to the satisfactory completion of pre-clinical course work and admission to a clinical program.

Requirements
Nuclear Medicine Technology students complete 86 credit hours of academic course work including the University Writing Requirement and the Arts and Sciences General Education requirements outlined below. Students must take their final 30 hours before clinical training at Roosevelt University. They complete their last 34 credit hours in a one-year, full-time, daytime clinical training program at Northwestern Memorial Hospital*. Upon successful completion of the clinical program, students receive a Certificate in Nuclear Medicine Technology from the hospital and a BS in Nuclear Medicine Technology from Roosevelt University, and are eligible to sit for the Nuclear Medicine Technology Certification Boards examination.

* Acceptance into the clinical training is not guaranteed and is at the discretion of the clinical site.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>ANATOMY &amp; PHYSIOLOGY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 122</td>
<td>TRIGONOMETRY AND PRECALCULUS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CST 100</td>
<td>ESSENTIAL COMPUTER SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>or CST 101</td>
<td>BEYOND PC ESSENTIALS</td>
<td></td>
</tr>
</tbody>
</table>

Clinical Courses in Nuclear Medicine Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 340</td>
<td>MANAGEMENT AND METHODS OF PATIENT CARE I</td>
<td>2</td>
</tr>
<tr>
<td>ALH 344</td>
<td>DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM I</td>
<td>3</td>
</tr>
<tr>
<td>ALH 345</td>
<td>RADIATION SAFETY &amp; PROTECTION</td>
<td>3</td>
</tr>
<tr>
<td>ALH 347</td>
<td>CLINICAL CORRELATION-PATHOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>ALH 349</td>
<td>CLINICAL NUCLEAR IMAGING PROCEDURE</td>
<td>3</td>
</tr>
<tr>
<td>ALH 350</td>
<td>RADIATION PHYSICS &amp; INSTRUMENTATION</td>
<td>3</td>
</tr>
<tr>
<td>ALH 302</td>
<td>MEDICAL TERMINOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>ALH 341</td>
<td>RADIATION BIOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>ALH 342</td>
<td>CLINICAL EDUCATION IV WITH SPECIALTIES</td>
<td>3</td>
</tr>
</tbody>
</table>
General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 346</td>
<td>RADIONUCLIDE CHEM &amp; RADIOPHARM</td>
<td>3</td>
</tr>
<tr>
<td>ALH 348</td>
<td>DIAGNOSTIC NUCLEAR IMAGING</td>
<td>4</td>
</tr>
<tr>
<td>ALH 370</td>
<td>COMPUTED TOMOGRAPHY AND CROSS-SECTIONAL ANATOMY</td>
<td>2</td>
</tr>
<tr>
<td>ALH 371</td>
<td>CLINICAL NUCLEAR MEDICINE PROCEDURES II</td>
<td>3</td>
</tr>
<tr>
<td>ALH 372</td>
<td>MANAGEMENT AND METHODS OF PATIENT CARE II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>General Education, University Writing Requirement, and Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Requirements</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Clinical Requirements</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Total credits for degree</td>
<td>123</td>
</tr>
</tbody>
</table>

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

**Philosophy, BA**

Philosophy offers a complete undergraduate program in the history and problems of philosophy. Our 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 and professional studies.

The department is committed to the understanding that the purpose of education is to prepare one for living a good life, part of which is vocational, but part of which is not. In teaching our students how to read carefully thought-provoking texts that ask the big questions about life, think analytically and synthetically, and write incisively and in an organized manner, we provide students with skills suitable for every vocation while also giving them the ability to live well-thought out lives. We thus take seriously Socrates’ remark that “the unexamined life is not worth living for a human being.”

**Requirements**

Ten courses are required for the major in Philosophy. These courses include three core courses, six 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 to be counted toward fulfillment of the major. Transfer students must complete at least 12 credit hours at Roosevelt University. For all majors, at least nine credit 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.

**Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>INTRODUCTION TO PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 130</td>
<td>JUSTICE, LIBERTY, EQUALITY</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL 230</td>
<td>ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>LOGIC</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 399</td>
<td>SENIOR RESEARCH PROJECT</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor
Select 18 credit hours with at least 9 credit hours at the 300 level  

<table>
<thead>
<tr>
<th>General Education, University Writing Requirement, and Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses to total 120</td>
</tr>
<tr>
<td>Total Credit Hours 120</td>
</tr>
</tbody>
</table>

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Communities of Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR ¹</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>English Composition ²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) ³</td>
<td>3</td>
</tr>
<tr>
<td>Non-Western requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Western course (can be used for Humanities or Social Sciences general education requirements)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RU mission-related course ²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors))</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 49-50

¹ Required for students who enter RU with fewer than 12 credit hours
² Minimum grade of C required
³ Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.

### Philosophy, Minor

A philosophy minor offers an excellent opportunity for students interested in law, science, medicine, and business to broaden their understanding of the human consequences and contours of these fields. It also serves to hone their critical thinking and writing skills. Consequently students majoring in political science/pre-law; the sciences/pre-med; psychology, history, sociology, criminal justice, women's and gender studies, among many other fields find philosophy helpful in preparing them for graduate and professional studies as well as careers.

The department is also committed to the understanding that the purpose of education is to prepare one for living a good life, part of which is vocational, but part of which is not. In teaching our students how to read thought-provoking texts carefully, texts that ask the big questions about life, how to think analytically and synthetically, and how to write incisively and in an organized manner, we are preparing them for every vocation, as well as preparing them to live well thought-out lives. We thus take seriously Socrates’ remark that “the unexamined life is not worth living for a human being.”

### Requirements

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 credit hours at the 300 level. Students must earn a grade of C or higher in each course.

<table>
<thead>
<tr>
<th>Core Philosophy Requirements</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 4 Classes in Philosophy at the 100, 200, or 300 level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Philosophy Elective</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 1 Philosophy course at the 300 level</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

### Policy Studies, BA

The Policy Studies major at Roosevelt University is an interdisciplinary major that focuses on introducing students to various analytical techniques that will allow them to both understand both the nature of and proposed solutions to social problems. Students majoring in the Policy Studies major will be guided through an interdisciplinary approach to policy analysis, policy advocacy, and engagement in the real world policy applications. The broad learning goals for this program include developing: knowledge of the foundations of public policy; knowledge of various policy areas; knowledge of policy advocacy process; analytic abilities in regard to the policy process; research skills; and policy knowledge in one specialized area (e.g., health, environment, social welfare, and/or foreign policy Students will also explore both how social problems are defined and how policy responses are designed,
The major also emphasizes developing students’ analytic abilities, research skills, and knowledge of various policy areas, while providing students the flexibility to study topics in a specialized area.

The Policy Studies major requires 33 credit hours of coursework. The majority of this coursework (21 credit hours) centers on core courses, including a capstone internship. The remaining 12 credit hours are taken in an area of specialization. Grades of C- or higher are required in all major courses.

### Core Courses
- PST 110: INTRODUCTION TO POLICY STUDIES (3)

### Policy Issues Course (select one course)
- PST/SOC 210: CONTEMPORARY SOCIAL ISSUES (3)
- PST/SOC 211: CONTEMPORARY GLOBAL POLICY ISSUES (3)
- PST/SOC 212: CONTEMPORARY URBAN ISSUES (3)

### Research Methods (Select one course)
- SOC 290: THE RESEARCH PROCESS (3)
- POS 290: RESEARCH IN POLITICAL SCIENCE (3)
- PSYC 285: RESEARCH METHODS (3)

### Advanced Policy Studies coursework
- PST 325: COMMUNITY RESEARCH FIELDWORK (3)
- PST 346: ADVOCACY & ACTION (3)
- ECON 370: ECONOMICS OF PUBLIC POLICY (3)
- PST 375: INTERNSHIP (3)

### Areas of Specialization
- Select 12 hours from one specialization (if lab course is chosen, hours could be higher)

#### Health Policy
- PADM 351: INTRODUCTION TO HEALTH SERVICES
- PADM 353: MEDICAL ETHICS AND THE LAW
- PADM 356: ECONOMIC ISSUES IN HEALTH SERVICE
- PSYC 347: HEALTH PSYCHOLOGY
- SOC 216: POVERTY, INEQUALITY, & PUBLIC HEALTH
- SOC 221: HEALTH & SOCIETY
- SOC 222: AMERICAN IMMIGRATION & HEALTH
- SOC 330: SOCIOLOGY OF MENTAL HEALTH AND ILLNESS
- SOC 339: SOCIOLOGY OF DEATH, DYING & LOSS
- SOC 360: THE BODY

#### Environmental Policy
- POS 250: TRANSIT IN TRANSITION
- POS 348: POLITICS OF CLIMATE CHANGE
- POS 349: POLITICS OF CONSERVATION
- SUST 220: WATER
- SUST 230: FOOD
- SUST 240: WASTE
- SUST 310: ENERGY AND CLIMATE CHANGE
- SUST 320: SPRAWL, TRANSPORT, PLANNING
- SUST 340: POLICY, LAW, ETHICS
- ECON 231: ENVIRONMENTAL ECONOMICS

#### Foreign Policy
- ECON 322: ECONOMICS OF ENVIRONMENTAL POLICY
- BIOL 314: QUANTITATIVE ECOLOGY AND CONSERVATION
- BIOL 315: ECOLOGY
- BIOL 323: TROPICAL MARINE BIOLOGY
- BIOL 332: ECOLOGY OF TALLGRASS PRAIRIE
- BIOL 340: APPLICATIONS IN ENVIRONMENTAL SCIENCE
- PHSC 103: GLOBAL CLIMATE CHANGE
- CHEM 237: QUANTITATIVE ENVIRONMENTAL ANALYSIS

#### Social Policy and Advocacy
- POS 311: POVERTY POLICY
- POS 312: POLITICS OF LGBT COMMUNITIES
- POS 336: THE CONTESTED CITY
- POS 343: TOPICS: ECONOMIC JUSTICE IN URBAN SETTING
- POS 355: US AND IL ELECTIONS
- POS 363: URBAN POLICY
- POS 375: CIVIL RIGHTS & CIVIL LIBERTIES
- SOC 317: RACE & THE CITY
- SOC 319: LATINO URBAN EXPERIENCE
- SOC 320: THE SOCIOLOGY OF INEQUALITY
- SOC 331: CRIMINOLOGY
- SOC 341: GLOBAL CHICAGO
- SOC 351: PRISON INDUSTRIAL COMPLEX
- SOC 355: URBAN INEQUALITY AND SOCIAL JUSTICE

#### Foreign Policy
- SOC 356: SOCIAL JUSTICE INSTITUTE
- SOC 367: SOCIAL MOVEMENTS
- PADM 347: DIVERSITY AND CONFLICT RESOLUTION
- PSYC 211: PSYCHOLOGY STUDY OF RACISM
- PSYC 312: UNDERSTANDING DIVERSITY
- PSYC 366: POVERTY & THE INDIVIDUAL
- PSYC 381: CHILDREN AND FAMILIES
Policy Studies, Minor

The Policy Studies minor at Roosevelt University is an interdisciplinary minor that focuses on introducing students to various analytical techniques that will allow them to both understand both the nature of and proposed solutions to social problems. Students minoring in Policy Studies will be guided through an interdisciplinary approach to policy analysis, policy advocacy, and engagement in the real world policy applications. The broad learning goals for this program include developing: knowledge of the foundations of public policy; knowledge of various policy areas; knowledge of policy advocacy process; analytic abilities in regard to the policy process; research skills; and policy knowledge in one specialized area (e.g., health, environment, social welfare, and/or foreign policy). Students will also explore both how social problems are defined and how policy responses are designed, implemented, and evaluated. The minor also emphasizes developing students' analytic abilities, research skills, and knowledge of various policy areas, while providing students the flexibility to study topics in a specialized area.

- The Policy Studies minor requires 18 credit hours of coursework.
- 12 credit hours of core courses
- 6-10 credit hours in area of specialization (science lab courses are 4 or 5 credit hours).
- At least 6 credit hours must be taken at Roosevelt University; of which at least 3 credit hours must be 300 level
- Grades of C- or higher are required in all major courses.

**Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PST 110</td>
<td>INTRODUCTION TO POLICY STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>PST/SOC 210</td>
<td>CONTEMPORARY SOCIAL ISSUES</td>
<td>3</td>
</tr>
<tr>
<td>PST/SOC 211</td>
<td>CONTEMPORARY GLOBAL POLICY ISSUES</td>
<td>3</td>
</tr>
<tr>
<td>PST/SOC 212</td>
<td>CONTEMPORARY URBAN ISSUES</td>
<td>3</td>
</tr>
<tr>
<td>PST 325</td>
<td>COMMUNITY RESEARCH FIELDWORK</td>
<td>3</td>
</tr>
<tr>
<td>PST 346</td>
<td>ADVOCACY &amp; ACTION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Areas of Specialization**

Select 2 courses from one specialization 6-10

**Health Policy**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 351</td>
<td>INTRODUCTION TO HEALTH SERVICES</td>
<td>3</td>
</tr>
<tr>
<td>PADM 353</td>
<td>MEDICAL ETHICS AND THE LAW</td>
<td>3</td>
</tr>
<tr>
<td>PADM 356</td>
<td>ECONOMIC ISSUES IN HEALTH SERVICE</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 347</td>
<td>HEALTH PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 216</td>
<td>POVERTY, INEQUALITY, &amp; PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>SOC 221</td>
<td>HEALTH &amp; SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 222</td>
<td>AMERICAN IMMIGRATION &amp; HEALTH</td>
<td>3</td>
</tr>
</tbody>
</table>

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

**General Education Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 376</td>
<td>INTERNATIONAL TRADE AND IMPERIALISM</td>
<td></td>
</tr>
<tr>
<td>ECON 377</td>
<td>INTERNATIONAL FINANCE AND BALANCE OF PAYMENTS</td>
<td></td>
</tr>
</tbody>
</table>

General Education, University Writing Requirement, and Electives 87

Total Credit Hours 120
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 330</td>
<td>SOCIOLOGY OF MENTAL HEALTH AND ILLNESS</td>
</tr>
<tr>
<td>SOC 339</td>
<td>SOCIOLOGY OF DEATH, DYING &amp; LOSS</td>
</tr>
<tr>
<td>SOC 360</td>
<td>THE BODY</td>
</tr>
</tbody>
</table>

**Environmental Policy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 250</td>
<td>TRANSIT IN TRANSITION</td>
</tr>
<tr>
<td>POS 348</td>
<td>POLITICS OF CLIMATE CHANGE</td>
</tr>
<tr>
<td>POS 349</td>
<td>POLITICS OF CONSERVATION</td>
</tr>
<tr>
<td>SUST 220</td>
<td>WATER</td>
</tr>
<tr>
<td>SUST 230</td>
<td>FOOD</td>
</tr>
<tr>
<td>SUST 240</td>
<td>WASTE</td>
</tr>
<tr>
<td>SUST 310</td>
<td>ENERGY AND CLIMATE CHANGE</td>
</tr>
<tr>
<td>SUST 320</td>
<td>SPRawl, TRANSPORT, PLANNING</td>
</tr>
<tr>
<td>SUST 340</td>
<td>POLICY, LAW, ETHICS</td>
</tr>
<tr>
<td>ECON 231</td>
<td>ENVIRONMENTAL ECONOMICS</td>
</tr>
<tr>
<td>ECON 322</td>
<td>ECONOMICS OF ENVIRONMENTAL POLICY</td>
</tr>
<tr>
<td>BIOL 314</td>
<td>QUANTITATIVE ECOLOGY AND CONSERVATION</td>
</tr>
<tr>
<td>BIOL 315</td>
<td>ECOLOGY</td>
</tr>
<tr>
<td>BIOL 323</td>
<td>TROPICAL MARINE BIOLOGY</td>
</tr>
<tr>
<td>BIOL 332</td>
<td>ECOLOGY OF TALLGRASS PRAIRIE</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>APPLICATIONS IN ENVIRONMENTAL SCIENCE</td>
</tr>
<tr>
<td>PHSC 103</td>
<td>GLOBAL CLIMATE CHANGE</td>
</tr>
<tr>
<td>CHEM 237</td>
<td>QUANTITATIVE ENVIRONMENTAL ANALYSIS</td>
</tr>
</tbody>
</table>

**Social Policy and Advocacy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 311</td>
<td>POVERTY POLICY</td>
</tr>
<tr>
<td>POS 312</td>
<td>POLITICS OF LGBT COMMUNITIES</td>
</tr>
<tr>
<td>POS 336</td>
<td>THE CONTESTED CITY</td>
</tr>
<tr>
<td>POS 343</td>
<td>TOPICS: ECONOMIC JUSTICE IN URBAN SETTING</td>
</tr>
<tr>
<td>POS 355</td>
<td>US AND IL ELECTIONS</td>
</tr>
<tr>
<td>POS 363</td>
<td>URBAN POLICY</td>
</tr>
<tr>
<td>POS 375</td>
<td>CIVIL RIGHTS &amp; CIVIL LIBERTIES</td>
</tr>
<tr>
<td>SOC 317</td>
<td>RACE &amp; THE CITY</td>
</tr>
<tr>
<td>SOC 319</td>
<td>LATINx URBAN EXPERIENCE</td>
</tr>
<tr>
<td>SOC 320</td>
<td>THE SOCIOLOGY OF INEQUALITY</td>
</tr>
<tr>
<td>SOC 331</td>
<td>CRIMINOLOGY</td>
</tr>
<tr>
<td>SOC 341</td>
<td>GLOBAL CHICAGO</td>
</tr>
<tr>
<td>SOC 351</td>
<td>PRISON INDUSTRIAL COMPLEX</td>
</tr>
<tr>
<td>SOC 355</td>
<td>URBAN INEQUALITY AND SOCIAL JUSTICE</td>
</tr>
<tr>
<td>SOC 356</td>
<td>SOCIAL JUSTICE INSTITUTE</td>
</tr>
<tr>
<td>SOC 367</td>
<td>SOCIAL MOVEMENTS</td>
</tr>
<tr>
<td>PADM 347</td>
<td>DIVERSITY AND CONFLICT RESOLUTION</td>
</tr>
<tr>
<td>PSYC 211</td>
<td>PSYCHOLOGY STUDY OF RACISM</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>UNDERSTANDING DIVERSITY</td>
</tr>
<tr>
<td>PSYC 366</td>
<td>POVERTY &amp; THE INDIVIDUAL</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>CHILDREN AND FAMILIES</td>
</tr>
</tbody>
</table>

**Political Philosophy Concentration**

The concentration in Political Philosophy is a 12-credit-hour program designed for students wishing to deepen their understanding of philosophy and political science. It directly assists students interested in attending law school or graduate school in philosophy or political science or entering work in any area of political or community life. It also serves as an integrated approach to satisfying general education requirements in the humanities and social sciences.

**Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 130</td>
<td>JUSTICE, LIBERTY, EQUALITY</td>
</tr>
<tr>
<td>or POS 104</td>
<td>INTRODUCTION TO POLITICAL THEORY</td>
</tr>
</tbody>
</table>

**Electives**

Select 9 semester hours with at least 3 semester hours at the 300 level.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 206</td>
<td>PHILOSOPHY IN LITERATURE</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>LOGIC</td>
</tr>
<tr>
<td>PHIL 250</td>
<td>ON HAPPINESS</td>
</tr>
<tr>
<td>PHIL 324</td>
<td>POLITICS &amp; LITERATURE</td>
</tr>
<tr>
<td>PHIL 331</td>
<td>PHILOSOPHY OF TECHNOLOGY</td>
</tr>
<tr>
<td>PHIL 350</td>
<td>PHILOSOPHY IN FILM</td>
</tr>
<tr>
<td>POS 321</td>
<td>CONTEMPORARY POLITICAL THOUGHT</td>
</tr>
<tr>
<td>POS 374</td>
<td>UNITED STATES CONSTITUTIONAL LAW</td>
</tr>
<tr>
<td>POS 329</td>
<td>PHILOSOPHY OF LAW</td>
</tr>
</tbody>
</table>

Students must take at least 6 credit hours in each of the two disciplines: philosophy and political science.

Students must take at least 3 credit hours at the 300 level.

Students may work with a philosophy or political science advisor to substitute courses for those listed in the electives.

Students must receive a grade of C (2.0) or higher in each course taken for the concentration.
Political Science BA/MPA Accelerated Program

Political Science majors in the College of Arts and Sciences can participate in this accelerated program leading to a BA in Political Science and a Master of Public Administration degree. The program allows students to take three graduate-level courses as part of their undergraduate degrees.

Once students are admitted to the MPA, the courses will apply toward completion of the MPA degree. Students must be accepted into the joint program and obtain permission from the program director of Public Administration before enrolling in the cross-listed courses.

Admission

Students must apply after completion of 60 credit hours of course work, maintain a minimum grade point average of 3.0 and write an essay for the Public Administration program. At the conclusion of the Political Science degree, students are required to formally apply to the Public Administration program. The three graduate courses in the joint BA/MPA program are: PADM 400 PUBLIC SERVICE IN THE UNITED STATES, PADM 401 MANAGEMENT PRACTICES FOR PUBLIC SECTOR, and PADM 405 PUBLIC BUDGET & FINANCIAL MANAGEMENT.

Political Science, BA

Political Science is the study of government and political thought, and how the formal and informal institutions of power shape our lives. As a field of study, Political Science has a rich history, and thinkers in the field have influenced our understanding of critical questions about human societies, including: What is the best form of government? How can societies rebuild themselves after violent conflict? What causes war and what kinds of institutions can prevent it? Modern Political Scientists grapple with an exceptional range of problems facing governments and citizens, including how to increase turnout in elections, how to foster cooperation between governments to fight climate change, and how to safeguard the rights of minorities and marginalized groups.

A major in Political Science is appropriate for students considering careers in law, political campaigns and elections, public policy, social advocacy, foreign service and diplomacy, non-governmental organizations, intelligence work, civil service and many more. Because politics is the key to understanding how American democracy functions, as well as how power is contested in other societies and in the global arena, many global leaders in the United States and around the world majored in political science, including most members of the U.S. Supreme Court, President Barack Obama, Secretaries of State John Kerry and Hillary Clinton, former Danish Prime Minister Helle Thorning-Schmidt and Indian Prime Minister Narendra Modi.

Roosevelt’s faculty in Political Science teach and research about a broad array of topics, including the role of race in American politics, global economic development, human rights, terrorism, Chicago politics and constitutional law. What unites the faculty in the department is a commitment to the intellectual and social development of our students, as well as a shared belief that social justice can only be achieved with a robust understanding of the political world and the challenges awaiting the next generation of socially conscious leaders.

Political Science majors are encouraged to pursue a minor in related and complementary fields, particularly Journalism (p. 74) and History (p. 66). Students who anticipate applying to law school should strongly consider a minor in Legal Studies (p. 77).

Requirements

- 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 PRINCIPLES OF ECONOMICS I and ECON 102 PRINCIPLES OF ECONOMICS II.
- Students planning to attend law school are strongly encouraged to pursue a minor in Legal Studies (p. 77).
- Students planning to pursue graduate study in political science should discuss with their advisors appropriate courses of study in languages and statistics.

Introductory courses

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 101</td>
<td>UNITED STATES POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POS 102</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>POS 103</td>
<td>INTRODUCTION TO INTERNATIONAL RELATIONS</td>
<td>3</td>
</tr>
<tr>
<td>POS 104</td>
<td>INTRODUCTION TO POLITICAL THEORY</td>
<td>3</td>
</tr>
<tr>
<td>POS 2XX</td>
<td>One additional 200-level course in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POS 290</td>
<td>RESEARCH IN POLITICAL SCIENCE</td>
<td>3</td>
</tr>
</tbody>
</table>

Six electives in political science, five at the 300 level 18

General Education, University Writing Requirement, and Electives

Courses to total 120 87

Total Credit Hours

120

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) 3</td>
<td>3</td>
</tr>
</tbody>
</table>
Political Science, Minor

Like a fine white wine with a fillet of sustainably sourced Sea Bass, a minor in Political Science (p. 92) pairs well with a variety of majors and programs of study at Roosevelt University. Whether you plan to pursue a career in medicine, physics or mathematics, an understanding of the political realm will help you navigate the policy environment in your field of choice, and to graduate as a socially conscious citizen capable of sustained engagement with public affairs. A minor in Political Science is particularly appropriate for students majoring in Journalism (p. 74). The minor not only offers in-depth knowledge of local, national and international political processes, but helps cultivate what the scholar Andrew Delbanco calls “a skeptical discontent with the present, informed by a sense of the past.” Such individuals, like undergraduate physics major and current German Chancellor Angela Merkel, often become global leaders and figures of historical importance.

Requirements

The Political Science minor consists of 18 credit hours. At least nine credit hours must be a combination of 100-level and/or 200-level courses. At least six credits 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 nine credit hours of Political Science coursework at Roosevelt University.

INTRODUCTORY POLITICAL SCIENCE COURSES 9
Choose three Political Science courses from the following:

1. POS 101 UNITED STATES POLITICS
2. OR POS 103 INTRODUCTION TO INTERNATIONAL RELATIONS
3. OR POS 104 INTRODUCTION TO POLITICAL THEORY
4. OR POS 110 INTRODUCTION TO POLICY STUDIES

OR

Any 200 Level Political Science course

ADVANCED POLITICAL SCIENCE COURSES 6
Choose any two Political Science courses at the 300 level

POLITICAL SCIENCE ELECTIVE 3
Choose one additional Political Science course at any level

Total Credit Hours 18

A sample course of study for the Political Science minor is listed below. Students considering the minor are encouraged to create, in conjunction with their advisors, an appropriate set of courses tailored to their interests and career needs.

POS 101 UNITED STATES POLITICS 3
POS 103 INTRODUCTION TO INTERNATIONAL RELATIONS 3
POS 210 RACE IN AMERICAN POLITICS 3
POS 302 PROBLEMS IN U.S. FOREIGN POLICY 3
POS 374 UNITED STATES CONSTITUTIONAL LAW 3
POS 363 URBAN POLICY 3

Total Credit Hours 18

Pre-Health Professional Curricula

Preparation for admission to professional schools is provided at both the Chicago and Schaumburg campuses in the following programs: pre-medical, pre-dental, pre-pharmacy, pre-physician assistant, pre-physical therapy, pre-occupational therapy, pre-optometry, pre-podiatry and pre-veterinary.

Pre-professional health is not considered a major, minor or concentration. Therefore, students wishing to fulfill the requirements for preparation for professional school in addition to those for a BA or BS degree should declare their pre-professional status as early as possible, using the form found here (http://www.roosevelt.edu/Registrar/Other/PreProfessional.aspx).

This information will make it easier for your academic advisors to provide you with the guidance you need in preparing for the course requirements, standardized tests and application processes involved in successfully
entering these careers. The pre-professional designation will not appear on your official transcript, but it will appear on your advising records.

In addition to completing the pre-professional designation form, pre-professional students should see a pre-professional advisor at Roosevelt University as soon as possible. Some professional schools, such as pharmacy, 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 (90 SH) of work at Roosevelt University and one year in a professional school, provided the appropriate courses are chosen. The pre-professional advisor will help students plan their programs to meet the requirements for both degrees in the shortest time possible.

Preparation for admission to professional schools is provided at both the Chicago and Schaumburg campuses in the following programs: pre-medical, pre-dental, pre-pharmacy, pre-physician assistant, pre-physical therapy, pre-occupational therapy, pre-optometry, pre-podiatry and pre-veterinary.

Pre-professional health is not considered a major, minor or concentration. Therefore, students wishing to fulfill the requirements for preparation for professional school in addition to those for a BA or BS degree should declare their pre-professional status as early as possible, using the pre-Professional form on the Registrar’s website (http://www.roosevelt.edu/Registrar/Other/PreProfessional.aspx).

### Pre-Chiropractic Curriculum

#### Requirements

Courses required for admission to chiropractic schools are quite similar, although each chiropractic school sets its own requirements. The pre-chiropractic curriculum at Roosevelt University meets the entrance requirements for most chiropractic schools in the United States. The general courses required for admission to chiropractic schools include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 355</td>
<td>BIOCHEMISTRY (highly recommended)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I (with lab, highly recommended)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>ANATOMY &amp; PHYSIOLOGY II (with lab, highly recommended)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>SOC 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 101</td>
<td>PUBLIC SPEAKING (highly recommended)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 59

For the student who expects to complete a degree in four years and go directly into chiropractic school, the pre-chiropractic curriculum through must be completed by the first semester of senior year of college. There currently is no standard admissions test for chiropractic school admission. As noted above, the pre-chiropractic curriculum given above should be considered the minimum science preparation for a health professions school. You may decide to take additional upper division biology and chemistry courses to strengthen your background in the sciences, especially if you elect a major in the humanities or social sciences.

Students interested in Chiropractic careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences. Check the science course recommendations of the schools to which you are applying to assist in your course planning.

### Pre-Dentistry Curriculum

#### Requirements

Courses required for admission to dentistry schools are quite similar, although each dentistry school sets its own requirements. The pre-dental curriculum at Roosevelt University meets the entrance requirements for most dental schools in the United States. The general courses required for admission to dental schools include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 355</td>
<td>BIOCHEMISTRY (highly recommended)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I (with lab, highly recommended)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>ANATOMY &amp; PHYSIOLOGY II (with lab, highly recommended)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY (highly recommended)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 62

For the student who expects to complete a degree in four years and go directly into dental school, the pre-dental curriculum through Organic Chemistry must be completed by the end of the junior year of college. The Dental Admission Test Program (DAT) requires the completion of one year of biology, one year of general chemistry and one year of organic chemistry. The physics and advanced biology are necessary for entrance into dental school, but will not be tested on the DAT. The typical four-year curriculum for a pre-dental student mirrors the curriculum of a premedical student. These courses serve as a common denominator between applicants and are also the foundation upon which students build once in a professional school. As noted above, the pre-dental curriculum given above should be considered the minimum science preparation for
You may decide to take additional upper division biology and chemistry courses to strengthen your background in the sciences, especially if you elect a major in the humanities or social sciences.

Students interested in Dental careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences. Check the science course recommendations of the schools to which you are applying to assist in your course planning.

Pre-Medicine Curriculum Requirements
Courses required for admission to medical schools are quite similar, although each medical school sets its own requirements. Medical schools require applicants to have completed the pre-medical curriculum prior to application. The premedical curriculum at Roosevelt University meets the entrance requirements for most medical schools in the United States. The courses required for admission to medical schools, with few exceptions, include the courses below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 355</td>
<td>BIOCHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>MICROBIOLOGY (with lab, highly recommended)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I (highly recommended)</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 60

For the student who expects to complete a degree in four years and go directly into medical school, the pre-medical curriculum must be completed by the end of the junior year of college. The Medical College Admission Test (MCAT) requires the completion of one year of biology, one year of general chemistry, one year of organic chemistry, one year of physics, one course each in psychology and sociology. One course in biochemistry is highly recommended before completing the MCAT.

These courses serve as a common denominator between applicants and are also the foundation upon which students build once in a professional school. The pre-medical curriculum given above should be considered the minimum science preparation for a health professions school. You should strive to take additional upper division biology and chemistry courses to strengthen your background in the sciences, especially if you elect a major in the humanities or social sciences. Students interested in medicine careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences.

Pre-Occupational Therapy Curriculum Requirements
Courses required for admission to occupational therapy schools are quite diverse, although there are some common core pre-requisites for occupational therapy schools. As a result, it is extremely important to check the course recommendations of the schools to which you are applying to assist in your course planning. The general courses required for admission to occupational therapy schools include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 119</td>
<td>INTRODUCTION TO MEDICAL TERMINOLOGY</td>
</tr>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I (with lab)</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>ANATOMY &amp; PHYSIOLOGY II (with lab)</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>ABNORMAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 254</td>
<td>CHILDHOOD AND ADOLESCENCE</td>
</tr>
<tr>
<td>PSYC 339</td>
<td>ADULT DEVELOPMENT</td>
</tr>
<tr>
<td>SOC 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>INTRODUCTORY STATISTICS</td>
</tr>
<tr>
<td>or MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
</tr>
</tbody>
</table>

Total Credit Hours 28

For the student who expects to complete a degree in four years and go directly into occupational therapy school, the pre-occupational therapy curriculum through must be completed by the first semester of senior year of college. The standard admission test for occupational therapy is the Graduate Record Exam (GRE). There are no pre-requisites to take the GRE, however, typically students take this exam in the summer after their junior year. As noted above, the pre-occupational therapy curriculum given above should be considered the minimum science preparation for a health professions school. Some schools require additional course work in chemistry and physics.

Students interested in Occupational Therapy careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences. Check the science course recommendations of the schools to which you are applying to assist in your course planning.

Pre-Optometry Curriculum Requirements
Courses required for admission to optometry schools are quite similar, although each optometry school sets its own requirements. The pre-optometry curriculum at Roosevelt University meets the entrance requirements for most optometry schools in the United States. The general courses required for admission to optometry schools include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 355</td>
<td>BIOCHEMISTRY (highly recommended)</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (with lab)</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
</tr>
</tbody>
</table>
For the student who expects to complete a degree in four years and go directly into pharmacy school, the pre-pharmacy curriculum must be completed by the end of the junior year of college. The Pharmacy College Admission Test Program (PCAT) requires the completion of one year of biology, one year of general chemistry and one year of organic chemistry. The physics and advanced biology are necessary for entrance into pharmacy school, but will not be tested on the PCAT. The typical four-year curriculum for a pre-pharmacy student mirrors the curriculum of a pre-medical student. These courses serve as a common denominator between applicants and are also the foundation upon which students build once in a professional school. As noted above, the pre-pharmacy curriculum given above should be considered the minimum science preparation for a health professions school. You may decide to take additional upper division biology and chemistry courses to strengthen your background in the sciences, especially if you elect a major in the humanities or social sciences.

Students interested in Optometry careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences. Check the science course recommendations of the schools to which you are applying to assist in your course planning.

### Pre-Pharmacy Curriculum

**Requirements**

Courses required for admission to pharmacy schools are quite similar, although each pharmacy school sets its own requirements. The pre-pharmacy curriculum at Roosevelt University meets the entrance requirements for most pharmacy schools in the United States. The general courses required for admission to pharmacy schools include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 351</td>
<td>GENERAL GENETICS (with lab, highly recommended)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>MICROBIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>ORGANIC CHEMISTRY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 233</td>
<td>CALCULUS-BASED PHYSICS I DISCUSSION</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 234</td>
<td>CALCULUS-BASED PHYSICS II DISCUSSION</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 101</td>
<td>PUBLIC SPEAKING (highly recommended)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 64

For the student who expects to complete a degree in four years and go directly into pharmacy school, the pre-pharmacy curriculum through Organic Chemistry must be completed by the end of the junior year of college. The Pharmacy College Admission Test Program (PCAT) requires the completion of one year of biology, one year of general chemistry and one year of organic chemistry. The physics and advanced biology are necessary for entrance into pharmacy school, but will not be tested on the PCAT. The typical four-year curriculum for a pre-pharmacy student mirrors the curriculum of a premedical student. These courses serve as a common denominator between applicants and are also the foundation upon which students build once in a professional school. As noted above, the pre-pharmacy curriculum given above should be considered the minimum science preparation for a health professions school. You may decide to take additional upper division biology and chemistry courses to strengthen your background in the sciences, especially if you elect a major in the humanities or social sciences.

Students interested in Pharmacy careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences. Check the science course recommendations of the schools to which you are applying to assist in your course planning.

### Pre-Physical Therapy Curriculum

**Requirements**

Courses required for admission to physical therapy schools are quite similar, although each school sets its own requirements. The prephysical therapy curriculum at Roosevelt University meets the entrance requirements for most physical therapy schools in the United States. The general courses required for admission to physical therapy schools include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>ANATOMY &amp; PHYSIOLOGY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>ORGANISMIC BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 231</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 64

For the student who expects to complete a degree in four years and go directly into physical therapy school, the pre-physical therapy curriculum through Organic Chemistry must be completed by the end of the junior year of college. The Pharmacy College Admission Test Program (PCAT) requires the completion of one year of biology, one year of general chemistry and one year of organic chemistry. The physics and advanced biology are necessary for entrance into pharmacy school, but will not be tested on the PCAT. The typical four-year curriculum for a pre-pharmacy student mirrors the curriculum of a premedical student. These courses serve as a common denominator between applicants and are also the foundation upon which students build once in a professional school. As noted above, the pre-pharmacy curriculum given above should be considered the minimum science preparation for a health professions school. You may decide to take additional upper division biology and chemistry courses to strengthen your background in the sciences, especially if you elect a major in the humanities or social sciences.

Students interested in Pharmacy careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences. Check the science course recommendations of the schools to which you are applying to assist in your course planning.
For the student who expects to complete a degree in four years and go directly into physical therapy school, the pre-physical therapy curriculum must be completed by the end of the first semester of senior year of college. The standard admission test for occupational therapy is the Graduate Record Exam (GRE). There are no pre-requisites to take the GRE, however, typically students take this exam in the summer after their junior year. These courses serve as a common denominator between applicants and are also the foundation upon which students build once in a professional school. As noted above, the pre-physical therapy curriculum given above should be considered the minimum science preparation for a health professions school. You may decide to take additional upper division biology and chemistry courses to strengthen your background in the sciences, especially if you elect a major in the humanities or social sciences.

Students interested in Physical Therapy careers should seek early guidance from an advisor in the Department of Biological, Chemical, and Physical Sciences. Check the science course recommendations of the schools to which you are applying to assist in your course planning.

## Pre-Physician Assistant Curriculum

### Requirements

Courses required for admission to physician assistant schools are quite similar, although each school sets its own requirements. The pre-physician assistant curriculum at Roosevelt University meets the entrance requirements for most physician assistant schools in the United States. The general courses required for admission to physician assistant schools include the following:

- **BCHM 355** BIOCHEMISTRY 3
- **Biol 123** ANATOMY & PHYSIOLOGY I (with lab) 4
- **Biol 124** ANATOMY & PHYSIOLOGY II (with lab) 4
- **Biol 201** ORGANIC BIOLOGY (with lab) 5
- **Biol 202** ECOLOGY, EVOLUTION, AND GENETICS (with lab) 4
- **Biol 301** CELLULAR & MOLECULAR BIOLOGY (with lab) 5
- **Biol 360** MICROBIOLOGY (with lab) 5
- **Chem 201** GENERAL CHEMISTRY I (with lab) 4
- **Chem 202** GENERAL CHEMISTRY II (with lab) 4
- **Chem 211** ORGANIC CHEMISTRY I (with lab) 4
- **Math 217** ELEMENTARY STATISTICS 3
- **Psych 103** INTRODUCTORY PSYCHOLOGY 3
- **Soc 101** INTRODUCTION TO SOCIOLOGY 3

**Total Credit Hours** 50

For the student who expects to complete a degree in four years and go directly into podiatry school, the pre-podiatry curriculum must be completed by the end of the first semester of senior year of college. Podiatry schools require applicants to have completed the pre-medical curriculum prior to application. The pre-podiatry curriculum at Roosevelt University meets the entrance requirements for most podiatry schools in the United States. The courses required for admission to podiatry schools, with few exceptions, include the following:

- **BCHM 355** BIOCHEMISTRY (highly recommended) 3
- **Biol 201** ORGANIC BIOLOGY (with lab) 5
- **Biol 202** ECOLOGY, EVOLUTION, AND GENETICS (with lab) 4
- **Biol 301** CELLULAR & MOLECULAR BIOLOGY (with lab) 5
- **Chem 201** GENERAL CHEMISTRY I (with lab) 4
- **Chem 202** GENERAL CHEMISTRY II (with lab) 4
- **Chem 211** ORGANIC CHEMISTRY I (with lab) 4
- **Chem 212** ORGANIC CHEMISTRY II (with lab) 4
- **Math 217** ELEMENTARY STATISTICS 3
- **Phys 201** INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (with lab) 4
- **Phys 202** INTRO TO NON-CALCULUS PHYSICS II (with lab) 4
- **Psych 103** INTRODUCTORY PSYCHOLOGY 3
- **Soc 101** INTRODUCTION TO SOCIOLOGY 3

**Total Credit Hours** 48

## Pre-Podiatry Curriculum

### Requirements

Courses required for admission to podiatry schools are quite similar, although each podiatry school sets its own requirements. Podiatry...

---

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 201</td>
<td>INTRODUCTION TO NON-CALCULUS BASED PHYSICS I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 202</td>
<td>INTRO TO NON-CALCULUS PHYSICS II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>
An undergraduate major in Psychology provides students with an excellent background for careers that involve working with people. Psychology graduates find work in business, sales, counseling, education, and health care. The BA is also essential preparation for those considering master’s or doctoral work in psychology, and similarly provides an excellent foundation for graduate work in counseling and social work.

Courses offered by our department address a wide variety of fields within the discipline. These classes focus on both research in psychology and the many ways in which psychological knowledge can help people, groups, and society. There are also opportunities to specialize within the major and to complete undergraduate concentrations as part of the degree program. The major can be completed at either Chicago or Schaumburg, day or evening.

**Standards**

A grade of C- is the minimal acceptable grade for a course to be applied to the major, minor, or concentrations. A minimum cumulative GPA of 2.0 is required for all courses in the major, minor, and the psychology concentrations.

**Requirements**

To earn a BA in Psychology, students must complete 36 credit hours in Psychology. PSYC 103 INTRODUCTORY PSYCHOLOGY must be taken as soon as the major is declared. PSYC 200 INTRODUCTORY STATISTICS and PSYC 285 RESEARCH METHODS should be completed within the first two to three semesters of declaring the major.

Students need to complete 21 credit hours at Roosevelt University, including 9 credit hours at the 300 level at this university. In addition, a total of 12 credit hours within the major must be at the 300 level. 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.

### Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>INTRODUCTORY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 285</td>
<td>RESEARCH METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area 1: Biological/Cognitive/Learning Psychology

Select one course from this list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 310</td>
<td>FUNDAMENTALS OF BEHAVIORAL NEUROSCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>LEARNING</td>
<td></td>
</tr>
<tr>
<td>PSYC 325</td>
<td>SENSATION AND PERCEPTION</td>
<td></td>
</tr>
<tr>
<td>PSYC 326</td>
<td>COGNITIVE PROCESSES</td>
<td></td>
</tr>
<tr>
<td>PSYC 336</td>
<td>BRAIN AND BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>PSYC 350</td>
<td>HUMAN NEUROPSYCHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

### Area 2: Social/Diversity Psychology

Select one course from this list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 211</td>
<td>PSYCHOLOGY STUDY OF RACISM</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 220</td>
<td>SOCIAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 345</td>
<td>PSYCHOLOGY OF WOMEN</td>
<td></td>
</tr>
<tr>
<td>PSYC 366</td>
<td>POVERTY &amp; THE INDIVIDUAL</td>
<td></td>
</tr>
</tbody>
</table>

### Area 3: Human Development/Individual Differences

Select one course from this list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 243</td>
<td>THEORIES OF PERSONALITY</td>
<td>3</td>
</tr>
</tbody>
</table>
PSYC 254  CHILDHOOD AND ADOLESCENCE
PSYC 335  HUMAN DEVELOPMENT AS A CULTURAL PROCESS
PSYC 339  ADULT DEVELOPMENT
PSYC 341  OLDER ADULTHOOD AND AGING
PSYC 381  CHILDREN AND FAMILIES

Area 4: Applied/Clinical Psychology
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 201</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 215</td>
<td>LEARNING &amp; DEVELOPMENTAL DISABILITIES</td>
<td></td>
</tr>
<tr>
<td>PSYC 270</td>
<td>PSYCHOLOGICAL TESTS</td>
<td></td>
</tr>
<tr>
<td>PSYC 319</td>
<td>CHILDHOOD &amp; ADOLESCENCE PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 344</td>
<td>INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 347</td>
<td>HEALTH PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 351</td>
<td>LAW AND PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 373</td>
<td>RELAXATION &amp; MINDFULNESS</td>
<td></td>
</tr>
</tbody>
</table>

Psychology electives
Five courses in Psychology  15

General Education, University Writing Requirement, and Electives
Courses to total 120  84
Total Credit Hours  120

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities
Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies  9

Mathematics
MATH 110  QUANTITATIVE LITERACY (or above)  3

Non-Western requirement
Non-Western course (can be used for Humanities or Social Sciences general education requirements)  3

RU mission-related course  2
LIBS 201  WRITING SOCIAL JUSTICE  3

Science
One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)  7-8

Social Sciences

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies  9

Total Credit Hours  49-50

1 Required for students who enter RU with fewer than 12 credit hours
2 Minimum grade of C- required
3 Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:
- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Psychology, Minor

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.

Requirements
- six courses in Psychology, including a course in introductory psychology (PSYC103).
- At least two courses must be at the 300 level.
- Students must select courses from at least two different core areas (see list below); the remainder are electives.
- At least two 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. A minimum cumulative GPA of 2.0 is required for all courses in the minor.

Required Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two (2) courses from at least two different Areas below. The remaining three (3) courses are electives and can be any offered by the Psychology Department.

Area 1: Biological/Cognitive/Learning Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 310</td>
<td>FUNDAMENTALS OF BEHAVIORAL NEUROSCIENCE</td>
<td></td>
</tr>
<tr>
<td>PSYC 316</td>
<td>LEARNING</td>
<td></td>
</tr>
<tr>
<td>PSYC 325</td>
<td>SENSATION AND PERCEPTION</td>
<td></td>
</tr>
</tbody>
</table>
A minimum cumulative GPA of 2.0 is required for all courses in the major.

Courses taken for the major must be taken on a letter grade basis. A Requirements (Medical Technology).

program with clinical training at NorthShore Health Systems, Evanston Technology, Radiation Therapy Technology, and Radiography) and one courses with clinical training at Northwestern Memorial Hospital, Chicago

Technology, Radiation Therapy Technology, and Radiography. These Sonography, Histotechnology, Nuclear Medicine

acceptance is not guaranteed. Roosevelt University offers five programs Bureau of Labor Statistics. The BS degrees include Diagnostic Medical

provide a range of diagnostic, technical, therapeutic and direct patient certifications varies, but is projected to be good to excellent by the U.S. care and support services that are critical to other health professionals they work with and the patients they serve.

Health care professions separate from nursing, medicine, and pharmacy provide a range of diagnostic, technical, therapeutic and direct patient care and support services that are critical to other health professionals they work with and the patients they serve.

The overall employment outlook for individuals with professional certifications varies, but is projected to be good to excellent by the U.S. Bureau of Labor Statistics. The BS degrees include Diagnostic Medical Sonography, Histotechnology, Medical Technology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography. These areas involve completing required course work at Roosevelt University, followed by clinical training at the appropriate affiliate clinical site. A separate application to the clinical training program is required, and acceptance is not guaranteed. Roosevelt University offers five programs with clinical training at Northwestern Memorial Hospital, Chicago (Diagnostic Medical Sonography, Histotechnology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography) and one program with clinical training at NorthShore Health Systems, Evanston (Medical Technology).

Radiation Therapy Technology, BS

Health care professions separate from nursing, medicine, and pharmacy provide a range of diagnostic, technical, therapeutic and direct patient care and support services that are critical to other health professionals they work with and the patients they serve.

The overall employment outlook for individuals with professional certifications varies, but is projected to be good to excellent by the U.S. Bureau of Labor Statistics. The BS degrees include Diagnostic Medical Sonography, Histotechnology, Medical Technology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography. These areas involve completing required course work at Roosevelt University, followed by clinical training at the appropriate affiliate clinical site. A separate application to the clinical training program is required, and acceptance is not guaranteed. Roosevelt University offers five programs with clinical training at Northwestern Memorial Hospital, Chicago (Diagnostic Medical Sonography, Histotechnology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography) and one program with clinical training at NorthShore Health Systems, Evanston (Medical Technology).

Requirements

Courses taken for the major 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 to be acceptable as a prerequisite for subsequent courses. A minimum cumulative GPA of 2.0 is required for all courses in the major. However, it is important to note that the clinical affiliates have their own GPA requirements and may not accept grades of C- for certain required prerequisite courses.

Each of the areas of study has its own prerequisite courses and requirements. These programs require students to complete all required course work before applying to the clinical affiliate. Students are not guaranteed admission into the clinical training portion of the degree. Students must make certain they are fully aware of each area’s specific acceptance requirements. Students interested in these health care careers should seek early guidance from the health coordinator in the Department of Biological, Chemical and Physical Sciences.

Standards

• AP biology credit with a score of 3.0 or higher may apply toward the major in biology or the general education requirements after consultation with an advisor.
• AP chemistry with a score of 4 or higher satisfies the requirements for CHEM 201 GENERAL CHEMISTRY I with lab.
• AP Physics I (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab.
• AP Physics II (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab.
• AP Physics C: Mechanics with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab and PHYS 233 CALCULUS-BASED PHYSICS I DISCUSSION.
• AP Physics C: Electricity and Magnetism with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab and PHYS 234 CALCULUS-BASED PHYSICS II DISCUSSION. In addition, students must:

• Take a minimum of their last 30 credit hours at Roosevelt University; off-site clinical courses count toward this requirement.
• Take at least 20 credit hours in acceptable Biology, Chemistry, or Physics courses at Roosevelt University; not more than 15 credit hours of acceptable Biology courses may be transferred to Roosevelt University and applied toward the BS degrees.
• Once enrolled in the program, complete all remaining Biology, Chemistry, Physics, and Mathematics course requirements for these BS degrees at Roosevelt University. Under special circumstances, written permission to take required courses elsewhere may be granted by the health coordinator.
• Apply only courses in biology taken within the past eight years toward graduation.
• Limit to 4 credit hours the total of independent study hours (BIOL 395 INDEPENDENT STUDY/BCHM 395 INDEPENDENT STUDY/CHEM 395 INDEPENDENT STUDY/PHYS 395 INDEPENDENT STUDY) and independent research (BIOL 392 RESEARCH IN BIOLOGY/BCHM 392 RESEARCH IN BIOCHEMISTRY/CHEM 392 RESEARCH IN CHEMISTRY/PHYS 392 RESEARCH IN PHYSICS) used to fulfill the requirements of the major.

The Radiation Therapist Technology program at Roosevelt University is a highly specialized program that prepares students to work with patients undergoing radiation treatment. Radiation therapy is one of the most effective treatments today for many cancers and an increasing number of other medical conditions. Under the supervision of radiation
oncologists, radiation therapists use high-energy X-rays, electron beams, or radioactive isotopes to kill cancer cells. Radiation therapists must be able to interact compassionately and effectively with people who range from healthy to terminally ill.

Contact an advisor in the Department of Biological, Chemical, and Physical Sciences for details and advising as soon as possible. This is a 3+1 program, in which the first three years of course work is completed at Roosevelt University and the final year at Northwestern Memorial Hospital.

Admission

Admission to clinical training is at the discretion of the clinical affiliate, Northwestern Memorial Hospital. Students are not guaranteed admission. The minimum GPA for application for this program is a 2.5 GPA overall and a 2.5 GPA in the prerequisite courses. 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.

Requirements

Radiation Therapy Technology students complete a minimum of 85 credit hours of academic work, including the University Writing Requirement and the College of Arts and Sciences general education requirements, in addition to the Radiation Therapy Technology requirements outlined below. Students must take their final 30 hours before clinical training at Roosevelt University. They complete their last 35 credit hours in a one-year, full-time, daytime clinical training program at Northwestern Memorial Hospital*. Upon successful completion of the clinical program, students receive a Certificate in Radiation Therapy Technology from the hospital and a BS in Radiation Therapy Technology from Roosevelt University, and are eligible to sit for the American Society of Radiologic Technologists certification examination.

* Acceptance into the clinical training is not guaranteed and is at the discretion of the clinical site

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 317</td>
<td>RADIATION PHYSICS</td>
<td>2</td>
</tr>
<tr>
<td>ALH 318</td>
<td>RADIATION THERAPY PHYSICS</td>
<td>3</td>
</tr>
<tr>
<td>ALH 341</td>
<td>RADIATION BIOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>ALH 352</td>
<td>RADIATION SAFETY &amp; PROTECTION</td>
<td>2</td>
</tr>
<tr>
<td>ALH 353</td>
<td>MEDICAL IMAGING FOR RADIATION THERAPY</td>
<td>2</td>
</tr>
<tr>
<td>ALH 354</td>
<td>PRINCIPLES AND PRACTICE I</td>
<td>3</td>
</tr>
<tr>
<td>ALH 355</td>
<td>PRINCIPLES &amp; PRACTICE II</td>
<td>2</td>
</tr>
<tr>
<td>ALH 357</td>
<td>CLINICAL PRACTICUM I</td>
<td>3</td>
</tr>
<tr>
<td>ALH 358</td>
<td>CLINICAL PRACTICUM II</td>
<td>4</td>
</tr>
<tr>
<td>ALH 360</td>
<td>QUALITY MANAGEMENT</td>
<td>2</td>
</tr>
<tr>
<td>ALH 362</td>
<td>OPERATIONAL ISSUES</td>
<td>2</td>
</tr>
<tr>
<td>ALH 363</td>
<td>TECHNICAL RADIATION I</td>
<td>2</td>
</tr>
<tr>
<td>ALH 364</td>
<td>TECHNICAL RADIATION THERAPY II</td>
<td>2</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours: 120

Academic Communities of Practice

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR ¹</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

English Composition ²

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) ³</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Science

One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 313</td>
<td>PATIENT CARE MANAGEMENT I</td>
<td>2</td>
</tr>
<tr>
<td>ALH 316</td>
<td>PATHOLOGY</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 49-50

Non-Western requirement

Non-Western course (can be used for Humanities or Social Sciences general education requirements)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Sciences

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 313</td>
<td>PATIENT CARE MANAGEMENT I</td>
<td>2</td>
</tr>
<tr>
<td>ALH 316</td>
<td>PATHOLOGY</td>
<td>2</td>
</tr>
</tbody>
</table>
Radiography, BS

Health care professions separate from nursing, medicine, and pharmacy provide a range of diagnostic, technical, therapeutic and direct patient care and support services that are critical to other health professionals they work with and the patients they serve.

The overall employment outlook for individuals with professional certifications varies, but is projected to be good to excellent by the U.S. Bureau of Labor Statistics. The BS degrees include Diagnostic Medical Sonography, Histotechnology, Medical Technology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography. These areas involve completing required course work at Roosevelt University, followed by clinical training at the appropriate affiliate clinical site. A separate application to the clinical training program is required, and acceptance is not guaranteed. Roosevelt University offers five programs with clinical training at Northwestern Memorial Hospital, Chicago (Diagnostic Medical Sonography, Histotechnology, Nuclear Medicine Technology, Radiation Therapy Technology, and Radiography) and one program with clinical training at NorthShore Health Systems, Evanston (Medical Technology).

Requirements

Courses taken for the major 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 to be acceptable as a prerequisite for subsequent courses. A minimum cumulative GPA of 2.0 is required for all courses in the major. However, it is important to note that the clinical affiliates have their own GPA requirements and may not accept grades of C- for certain required prerequisite courses.

Each of the areas of study has its own prerequisite courses and requirements. These programs require students to complete all required course work before applying to the clinical affiliate. Students are not guaranteed admission into the clinical training portion of the degree. Students must make certain they are fully aware of each area’s specific acceptance requirements. Students interested in these health care careers should seek early guidance from the health coordinator in the Department of Biological, Chemical and Physical Sciences.

Standards

- AP biology credit with a score of 3.0 or higher may apply toward the major in biology or the general education requirements after consultation with an advisor.
- AP chemistry with a score of 4 or higher satisfies the requirements for CHEM 201 GENERAL CHEMISTRY I with lab.
- AP Physics I (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab.
- AP Physics II (2014 or later) with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab.
- AP Physics C: Mechanics with a score of 3.0 satisfies the requirement for PHYS 201 INTRODUCTION TO NON-CALCULUS BASED PHYSICS I with lab and PHYS 233 CALCULUS-BASED PHYSICS I DISCUSSION.
- AP Physics C: Electricity and Magnetism with a score of 3.0 satisfies the requirement for PHYS 202 INTRO TO NON-CALCULUS PHYSICS II with lab and PHYS 234 CALCULUS-BASED PHYSICS II DISCUSSION.

In addition, students must:

- Take a minimum of their last 30 credit hours at Roosevelt University; off-site clinical courses count toward this requirement.
- Take at least 20 credit hours in acceptable Biology, Chemistry, or Physics courses at Roosevelt University; not more than 15 credit hours of acceptable Biology courses may be transferred to Roosevelt University and applied toward the BS degrees.
- Once enrolled in the program, complete all remaining Biology, Chemistry, Physics, and Mathematics course requirements for these BS degrees at Roosevelt University. Under special circumstances, written permission to take required courses elsewhere may be granted by the health coordinator.
- Apply only courses in biology taken within the past eight years toward graduation.
- Limit to 4 credit hours the total of independent study hours (BIOL 395 INDEPENDENT STUDY/CHEM 395 INDEPENDENT STUDY/PHYS 395 INDEPENDENT STUDY) and independent research (BIOL 392 RESEARCH IN BIOLOGY/BCHM 392 RESEARCH IN BIOCHEMISTRY/CHEM 392 RESEARCH IN CHEMISTRY/PHYS 392 RESEARCH IN PHYSICS) used to fulfill the requirements of the major.

The Radiography program at Roosevelt University will allow students to obtain a bachelor’s degree in Radiography that allows for a variety of exciting career options in the health care field. Radiographers position imaging equipment and adjust controls to produce diagnostic-quality images and assist radiologists in performing specialized imaging procedures. Radiographers work in a variety of settings including hospitals, diagnostic centers, doctor’s offices, clinics, and orthopedic practices.

Certified Radiology Technologists may go on to be trained in other advanced imaging techniques, including Computed Axial Tomography (CAT), Magnetic Resonance Imaging (MRI), and Positron Emission Tomography (PET), mammography, and interventional radiography.
Advanced career options in education, administration, and research are also possible.

Contact an advisor in the Department of Biological, Chemical, and Physical Sciences for details and advising as soon as possible. This is a 2+2 program, in which the first two years of course work is completed at Roosevelt University and the final two years at Northwestern Memorial Hospital.

Admission

Admission to clinical training is at the discretion of the clinical affiliate, Northwestern Memorial Hospital. Students are not guaranteed admission. The minimum GPA for application for this program is a 2.5 GPA overall and a 2.5 GPA in the prerequisite courses. 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.

Requirements

Radiography students complete a minimum of 72 credit hours of academic work, including the University Writing Requirement and the College of Arts and Sciences general education requirements, in addition to the Radiography requirements outlined below. Students must take their final 30 hours before clinical training at Roosevelt University. They complete their last 48 credit hours in a 21-month, full-time, daytime clinical training program at Northwestern Memorial Hospital.

Upon successful completion of the clinical program, students receive a Certificate in Radiography from the hospital and a BS in Radiography from Roosevelt University, and are eligible to sit for the American Society of Radiologic Technologists certification examination.

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 119</td>
<td>INTRODUCTION TO MEDICAL TERMINOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 123</td>
<td>ANATOMY &amp; PHYSIOLOGY I (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>ANATOMY &amp; PHYSIOLOGY II (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>ECOLOGY, EVOLUTION, AND GENETICS (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>CELLULAR &amp; MOLECULAR BIOLOGY (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>GENERAL CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>GENERAL CHEMISTRY II (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>ORGANIC CHEMISTRY I (with lab)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 101</td>
<td>PUBLIC SPEAKING</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Courses for Radiography

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 251</td>
<td>INTRODUCTION TO RADIOLOGY &amp; MEDICAL IMAGING</td>
<td>3</td>
</tr>
<tr>
<td>ALH 252</td>
<td>RADIOLOGICAL PROCEDURES I</td>
<td>3</td>
</tr>
<tr>
<td>ALH 253</td>
<td>PATIENT CARE IN MEDICAL IMAGING</td>
<td>3</td>
</tr>
<tr>
<td>ALH 254</td>
<td>RADIOGRAPHY CLINICAL I</td>
<td>2</td>
</tr>
<tr>
<td>ALH 255</td>
<td>FLUOROSCOPIC PROCEDURES I</td>
<td>1</td>
</tr>
<tr>
<td>ALH 261</td>
<td>FLUOROSCOPIC PROCEDURES II</td>
<td>1</td>
</tr>
<tr>
<td>ALH 262</td>
<td>MEDICAL LAW &amp; ETHICS</td>
<td>1</td>
</tr>
<tr>
<td>ALH 264</td>
<td>IMAGING PRINCIPLES I</td>
<td>2</td>
</tr>
<tr>
<td>ALH 266</td>
<td>RADIOGRAPHIC PROCEDURES II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALH 267</td>
<td>RADIOGRAPHIC CLINICAL II</td>
<td>5</td>
</tr>
<tr>
<td>ALH 380</td>
<td>RADIATION PHYSICS</td>
<td>3</td>
</tr>
<tr>
<td>ALH 381</td>
<td>OPERATIONAL ISSUES IN THE HEALTHCARE ENVIRONMENT</td>
<td>1</td>
</tr>
<tr>
<td>ALH 382</td>
<td>IMAGING PRINCIPLES II</td>
<td>3</td>
</tr>
<tr>
<td>ALH 383</td>
<td>RADIOGRAPHIC PROCEDURES III</td>
<td>3</td>
</tr>
<tr>
<td>ALH 384</td>
<td>IMAGING EQUIPMENT &amp; MODALITIES</td>
<td>2</td>
</tr>
<tr>
<td>ALH 385</td>
<td>RADIATION BIOLOGY &amp; PROTECTION</td>
<td>2</td>
</tr>
<tr>
<td>ALH 386</td>
<td>INTRODUCTION TO CT &amp; CROSS-SECTIONAL ANATOMY</td>
<td>3</td>
</tr>
<tr>
<td>ALH 387</td>
<td>ARRT REVIEW</td>
<td>3</td>
</tr>
<tr>
<td>ALH 388</td>
<td>RADIOGRAPHIC CLINICAL III</td>
<td>4</td>
</tr>
</tbody>
</table>

General Education Requirements

Code | Title                                      | Credit Hours |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Communities of Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR ¹</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>English Composition ²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above) ³</td>
<td>3</td>
</tr>
<tr>
<td>Non-Western requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Western course (can be used for Humanities or Social Sciences general education requirements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RU mission-related course ²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One biological science and one physical science required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(at least one must be a four-hour lab (not applicable for science majors))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 49-50

¹ Required for students who enter RU with fewer than 12 credit hours
² Minimum grade of C- required
Math, Computer Science & Technology, and Science majors have different requirements—see advisor.

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS).

Social Justice Studies, BA

The Bachelor of Arts in Social Justice Studies is an interdisciplinary degree program that integrates theories, methods, and substance of economics, history, political science, and sociology as they bear on questions of social justice. What is “social justice”? What are the processes that produce injustice in our world, and how do they operate? How are people working—or how might people work—to achieve social justice? The program is available as a minor as well as a B.A.

Advising

Students completing a Social Justice major are encouraged to take ECON 101 PRINCIPLES OF ECONOMICS I, SOC 101 INTRODUCTION TO SOCIOLOGY and POS 101 UNITED STATES POLITICS for their social science distribution courses; these are prerequisites for many of the required courses in the major. Students must receive a minimum grade of C- for a course to count toward the major. The overall grade point average must be 2.0 or higher.

Requirements

Students majoring in Social Justice Studies complete 11 courses (33 credit hours) related to social justice in a variety of disciplines. There are 21 credit hours of Core courses and 12 credit hours of Electives. The capstone experience is either an internship in an organization with a social justice mission or a senior thesis.

Electives are chosen in conjunction with your advisor.

- To ensure the interdisciplinary character of the major, students will be limited to two electives from any one department.
- One elective should be a transformational learning course.
- Two electives must be at the 300 level.
- No 100-level electives will be accepted.
- A grade of C or higher is required in all courses in the major.
- At least 15 hours in the major must be taken at Roosevelt.

The Social Justice Studies advisory committee designates elective courses each semester. Students can view these by clicking on the Social Justice Studies attribute link on the class schedule.

These courses are required for the Social Justice Studies major:

<table>
<thead>
<tr>
<th>Core</th>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 367</td>
<td>SOCIAL MOVEMENTS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 290</td>
<td>THE RESEARCH PROCESS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or POS 290</td>
<td>RESEARCH IN POLITICAL SCIENCE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or ECON 234</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCJ 201</td>
<td>INTRODUCTION TO SOCIAL JUSTICE STUDIES</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCJ 208</td>
<td>INTRODUCTION TO WORKING CLASS STUDIES</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCJ 214</td>
<td>ECONOMICS OF GLOBALIZATION</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCJ 326</td>
<td>THEORIES OF SOCIAL JUSTICE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOCJ 398</td>
<td>SOCIAL JUSTICE INTERNSHIP</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Four electives, two of which must be at the 300 level</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Education, University Writing Requirement, and Electives

Courses to total 120

Total Credit Hours 120

Students interested in graduate programs in social science or public policy are encouraged to take MATH 217 ELEMENTARY STATISTICS/ECON 234 ELEMENTARY STATISTICS/SOC 291 SOCIAL STATISTICS: INTRODUCTION TO PROBABILITY & STATISTICS (3 credit hours) and ECON 338 FINANCIAL CRISIS & MARKETS (3 credit hours).

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 110 QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
<tr>
<td>Non-Western requirement</td>
<td>Non-Western course (can be used for Humanities or Social Sciences general education requirements)</td>
<td>3</td>
</tr>
<tr>
<td>RU mission-related course 2</td>
<td>LIBS 201 WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Sciences

Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies

Total Credit Hours: 49-50

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have at least 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

Social Justice Studies, Minor

The Social Justice Studies minor is an interdisciplinary program that integrates theories, methods, and substance of economics, history, political science, and sociology as they bear on questions of social justice. What is “social justice”? What are the processes that produce injustice in our world, and how do they operate? How are people working - or how might people work - to achieve social justice?

Advising

Students completing a Social Justice Studies minor are encouraged to take ECON 101 PRINCIPLES OF ECONOMICS I, SOC 101 INTRODUCTION TO SOCIOLOGY, and POS 101 UNITED STATES POLITICS for their social science distribution courses; these are prerequisites for many of the required courses in the minor.

Requirements

- The minor in Social Justice Studies requires 18 credit hours, six of which must be at the 300 level.
- A grade of C or higher is required for all courses in the minor
- At least 9 credit hours in the minor must be taken at Roosevelt.

Introductory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCJ 208</td>
<td>INTRODUCTION TO WORKING CLASS STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 326</td>
<td>THEORIES OF JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>POS 367</td>
<td>SOCIAL MOVEMENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Two electives chosen in consultation with the Social Justice Studies advisor also are required

Total Credit Hours: 18

Sociology, BA

Sociology is the systematic study of human behavior or society, particularly its development, organization, and institutions. As a social science, it uses various empirical methods of inquiry to investigate and analyze social order, conflict, and change.

Many sociologists conduct research aimed at directly influencing social policy or at refining and applying the current body of sociological theory to empower community activists, working for justice. Subjects studied range from the micro level of individual behavior and agency to interaction between social groups both large and small to the macro level of social structures. Training in sociology is valued as preparation for graduate work in many professions, as well as careers in nonprofits, state and local government, and business.

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 career or personal interest.

Students may seek a bachelor’s or master’s degree in Sociology or may pursue the Accelerated BA/MA at Roosevelt University.

Requirements

Sociology majors must complete at least 33 credit hours of work in the discipline. Transfer students must take a minimum of five courses (15 credit hours) in Sociology at Roosevelt University, including at least 12 credit hours at the 300 level. All majors must complete the core courses listed below.

Minimum grade of C- in the major, with an overall GPA of 2.0

CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select One of the Following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 210</td>
<td>CONTEMPORARY SOCIAL ISSUES</td>
</tr>
<tr>
<td>SOC 211</td>
<td>CONTEMPORARY GLOBAL ISSUES</td>
</tr>
<tr>
<td>SOC 212</td>
<td>CONTEMPORARY URBAN ISSUES</td>
</tr>
<tr>
<td>SOC 290</td>
<td>THE RESEARCH PROCESS</td>
</tr>
<tr>
<td>SOC 303</td>
<td>THE DEVELOPMENT OF SOCIETY</td>
</tr>
</tbody>
</table>

ELECTIVES

Select up to three courses at the 200 level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 214</td>
<td>SUMMER IN THE CITY</td>
</tr>
<tr>
<td>SOC 215</td>
<td>THE FAMILY</td>
</tr>
<tr>
<td>SOC 223</td>
<td>SPORTS AND SOCIETY</td>
</tr>
<tr>
<td>SOC 224</td>
<td>THE SOCIOLOGY OF AFRICAN AMERICAN SOCIETY</td>
</tr>
<tr>
<td>SOC 225</td>
<td>MCDONALIZATION OF SOCIETY</td>
</tr>
<tr>
<td>SOC 230</td>
<td>SOCIAL DEVIANCE</td>
</tr>
</tbody>
</table>
Sociology, BA/MA Accelerated Program

The Sociology Department offers an Accelerated BA/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 apply for the accelerated degree program in their junior year, begin enrolling for graduate courses in the senior year, and graduate upon completion of all requirements. As undergraduates, eligible students may earn between 6 and 9 credit hours (taking two or three 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 the undergraduate degree in Sociology, although only one of these courses can be a core requirement for the MA degree. Once the student completes the BA, the graduate-level courses taken as an undergraduate will be transferred to their MA transcript.

In addition, students enrolling in this accelerated 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 Applied Sociology.

Admission
Applicants must be a Sociology major at Roosevelt University, have an overall GPA of 3.0 and a 3.25 GPA (or better) in Sociology in a minimum of four Sociology courses taken at time of application, and completion of core requirements for the Sociology BA. Accepted students must also agree to finish MA program at Roosevelt and maintain good standing in master’s level courses.

Degree awards
The BA is awarded when all undergraduate requirements are completed (with substitution of three graduate level courses for three undergraduate departmental electives). The MA is awarded when all graduate requirements are completed, including one of the following options:

- Master’s thesis.
- Experiential research and learning project.
- Research and writing project.

Application deadlines
Fall term: Aug. 15
Spring term: Dec. 1

Sociology, Minor
Sociology is the systematic study of human behavior or society, particularly its development, organization, and institutions. As a social science, it uses various empirical methods of inquiry to investigate and analyze social order, conflict, and change.

Many sociologists conduct research aimed at directly influencing social policy or at refining and applying the current body of sociological theory to empower community activists, working for justice. Subjects studied range from the micro level of individual behavior and agency to interaction between social groups both large and small to the macro level of social structures. Training in sociology is valued as preparation for graduate work in many professions, as well as careers in nonprofits, state and local government, and business.

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 career or personal interest.

Requirements
The minor requires six courses in Sociology, including two core courses and four electives as specified below.

Students must earn an overall GPA of 2.0 and a grade of C- or higher in each course.

At least two courses must be taken at Roosevelt University, including at least one course at the 300 level.

Core
SOC 101 INTRODUCTION TO SOCIOLOGY 3

Social Issues Series
Select one of the following: 3

SOC 210 CONTEMPORARY SOCIAL ISSUES
SOC 211 CONTEMPORARY GLOBAL ISSUES
SOC 212 CONTEMPORARY URBAN ISSUES

Electives
Four electives in Sociology, including at least one but no more than two at the 200 level and at least two at the 300 level 12

Total Credit Hours 18

Statistics, Minor
Statistics is a means of describing a collection of data. Knowledge of statistics helps researchers with data collection, analysis, and presentation. The minor in statistics complements majors in any quantitative area, including the sciences, social science, computer science, and finance.

Requirements
The five required Mathematics courses for the statistics minor must be passed with grades of C- or higher. At least three of the courses must be completed at Roosevelt University.

Core
MATH 231 CALCULUS I 5

Electives
Select four of the following: 12

MATH 217 ELEMENTARY STATISTICS
MATH 238 APPLIED PROBABILITY AND STATISTICS
MATH 280 MATHEMATICAL MODELING
MATH 307 DIFFERENTIAL EQUATION/MODELING
MATH 309 DATA MINING
MATH 323 COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS
MATH 328 LINEAR PROGRAMMING & OPTIMIZATION
MATH 339 BASEBALL STATISTICS
MATH 345 COMBINATORICS
MATH 347 PROBABILITY THEORY
MATH 348 MATHEMATICAL STATISTICS
MATH 349 REGRESSION & TIME SERIES
MATH 369 MODELS FOR LIFE CONTINGENCIES

Total Credit Hours 17

Sustainability Studies, BA
Roosevelt University’s Sustainability Studies (SUST) program is an interdisciplinary and environmentally-focused undergraduate degree, with major and minor options. Founded in 2010, it is the first such sustainability-themed bachelor’s degree program in the Chicago area. Its overall goals include:

- Engaging students in the pressing public policy concerns surrounding consumption, energy usage, and viable economic growth.
- Fostering students’ environmental literacy using rigorous, scholarly-based research in the natural sciences, social sciences, and humanities.
• Exploring social justice issues on a range of fronts, including environmental justice, resource allocation, urban development, and social equity.
• Positioning Roosevelt University as a leader in sustainability education, particularly in relation to social justice and sustainable urban development.

Students graduating with a major in Sustainability Studies will have an interdisciplinary understanding of the varied dimensions of sustainability, both from a local and global perspective; will be fluent in articulating how sustainability issues relate to a matter of the environment, the economy, and social equity; and will demonstrate proficiency in critical thinking, reading, writing, and research skills. More specifically, students will learn how to:

• Identify and explain the central sustainability problems of the 21st century in multiple arenas, including energy, transportation, food production, waste management, water availability, conservation, and general consumption.
• Draw on a foundation of scientific, environmental, and quantitative literacy in order to understand and assess the science behind major sustainability problems, such as climate change, loss of biodiversity, and the threats to natural resources.
• Apply the scientific method and quantitative literacy skills to the study of natural and social ecosystems.
• Recognize the local, national, and global social justice implications of resource allocation, food production, energy consumption, and waste production.
• Understand the political processes and policy actors central to progress in sustainability.
• Understand the importance of leadership as central to social change and technical innovation with respect to creating more sustainable communities.
• Apply knowledge about sustainability to their areas of personal interest and/or work professions.

Requirements

The overall requirements for the BA in Sustainability Studies include seven core Sustainability courses, one Sustainability elective, two relevant electives in an appropriate subject area, an 18-credit hour functional area (which may also be a minor) in a related discipline or interdisciplinary area, selected general education courses, and general electives. Grades of C- or higher are required in all major courses.

Core requirements: ENG 101 COMPOSITION I: CRITICAL READING & WRITING is a pre-requisite for all 200-level SUST courses; the university writing requirement is a pre-requisite for all 300-level SUST courses.

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 210</td>
<td>SUSTAINABLE FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>SUST 220</td>
<td>WATER</td>
<td>3</td>
</tr>
<tr>
<td>SUST 230</td>
<td>FOOD</td>
<td>3</td>
</tr>
<tr>
<td>SUST 240</td>
<td>WASTE</td>
<td>3</td>
</tr>
<tr>
<td>SUST 310</td>
<td>ENERGY AND CLIMATE CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>SUST 320</td>
<td>SPRAWL, TRANSPORT, PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>SUST 330</td>
<td>BIODIVERSITY</td>
<td>3</td>
</tr>
</tbody>
</table>

SUST Elective

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 340</td>
<td>POLICY, LAW, ETHICS</td>
<td>3</td>
</tr>
</tbody>
</table>

SUST 350 SERVICE AND SUSTAINABILITY
SUST 390 SPECIAL TOPICS IN SUSTAINABILITY
SUST 395 SUSTAINABILITY STUDIES INTERNSHIP

Functional Area
Related courses in a discipline or interdisciplinary area selected in consultation with an advisor 18

Other Requirements
Relevant electives 1

General Education, University Writing Requirement, and Electives
Courses to total 120

Total Credit Hours 120

1 Two electives, chosen in consultation with an advisor, from these subject areas: SUST, BCHM, BIOL, CHEM, CJL, ECON, ENV5, HOSM, MATH, OLEG, PHSC, POS, or SOC. These courses may be in the same subject as the Functional Area and in some cases may be used to complete a double-major.

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities
Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women's and Gender Studies

Mathematics
MATH 110 QUANTITATIVE LITERACY (or above) 3

Non-Western requirement
Non-Western course (can be used for Humanities or Social Sciences general education requirements)

RU mission-related course 2
LIBS 201 WRITING SOCIAL JUSTICE

Science
One biological science and one physical science required (at least one must be a four-hour lab (not applicable for science majors))

Social Sciences
Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies

Total Credit Hours 49-50

1 Required for students who enter RU with fewer than 12 credit hours
Women's and Gender Studies, BA

The Women's and Gender Studies major emphasizes an interdisciplinary framework in which students explore and synthesize multiple perspectives on historical and contemporary issues concerning women, gender, and sexuality. This approach stresses intersectional analysis of gender and sexuality in relation to race, ethnicity, class, culture, nationality, ability, and other factors that shape experiences, identities, cultural productions, and ways of knowing. The Women's and Gender Studies curriculum also examines social institutions and networks of power while considering avenues of resistance, justice, and transformation. Courses are taught from a variety of disciplinary perspectives, by faculty with expertise ranging from the humanities to the social sciences.

During their course of study at Roosevelt University, Women's and Gender Studies majors learn to:

- Communicate clearly and effectively in written, oral, and/or digital formats;
- Select and employ appropriate research methodologies and methods;
- Define and deploy keywords and concepts in women's, gender, and sexuality studies;
- Understand histories and undertake practices of civic engagement; and
- Critically analyze, compare, and/or evaluate texts and theories.

The Women's and Gender Studies major provides a valuable foundation for careers in education, journalism, business, public affairs, the arts, the humanities, and the social sciences.

The Women's and Gender Studies major consists of 30 credit hours of coursework:

- 1 required course at the 100-level: WGS 110: Gender Justice. (3 hours)
- 5 elective courses at the 300 level: 3 electives must be WGS core courses at the 300-level (chosen from WGS 303 – 399), and 2 electives may be WGS core courses at the 300-level or interdisciplinary electives at the 300-level for WGS credit. (15 hours)

A WGS core course originates in the WGS program and has the “WGS” prefix. An interdisciplinary elective for WGS credit has the "Women's and Gender Studies” attribute.

All courses counting toward the WGS major must be passed with a C- or higher.

WGS majors who are transfer students must complete at least 12 credit hours at Roosevelt University. For all majors, at least 9 credit hours must be completed at the 300-level.

Introductory Course: 1 required

<table>
<thead>
<tr>
<th>Core 200 Level Courses: 4 required</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 110</td>
</tr>
<tr>
<td>WGS 214</td>
</tr>
<tr>
<td>WGS 216</td>
</tr>
<tr>
<td>WGS 218</td>
</tr>
<tr>
<td>WGS 220</td>
</tr>
</tbody>
</table>

Women's and Gender Studies, Minor

Students minoring in Sustainability Studies will explore the complex relations among sustainability, environmental justice, ecology, and social equity in the context of urban and suburban systems, through interdisciplinary and field-based learning that blends the natural sciences, social sciences, and humanities.

Requirements

- Minor requires a total of 18 credit hours
- Students must achieve a 2.0 minimum GPA in the minor.
- All grades must be C- or higher.
- A minimum of three courses must be taken at RU.
- A minimum of two 300-level courses are required.

### Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 210</td>
<td>SUSTAINABLE FUTURE</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select five of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 220</td>
<td>WATER</td>
</tr>
<tr>
<td>SUST 230</td>
<td>FOOD</td>
</tr>
<tr>
<td>SUST 240</td>
<td>WASTE</td>
</tr>
<tr>
<td>SUST 250</td>
<td>THE SUSTAINABLE UNIVERSITY</td>
</tr>
<tr>
<td>SUST 310</td>
<td>ENERGY AND CLIMATE CHANGE</td>
</tr>
<tr>
<td>SUST 320</td>
<td>SPRAWL, TRANSPORT, PLANNING</td>
</tr>
<tr>
<td>SUST 330</td>
<td>BIODIVERSITY</td>
</tr>
<tr>
<td>SUST 340</td>
<td>POLICY, LAW, ETHICS</td>
</tr>
<tr>
<td>SUST 350</td>
<td>SERVICE AND SUSTAINABILITY</td>
</tr>
<tr>
<td>SUST 390</td>
<td>SPECIAL TOPICS IN SUSTAINABILITY</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18
**Women’s and Gender Studies, Minor**

The Women’s and Gender Studies minor provides an opportunity to explore multiple perspectives on historical and contemporary issues concerning women, gender and sexuality. Courses use feminist frameworks to analyze gender and sexuality in relation to race, ethnicity, class, nationality, ability and other factors that shape experiences, identities and cultures. Courses also examine social institutions and networks of power while considering avenues of resistance, justice and transformation.

The WGS minor complements a variety of majors and provides a valuable foundation for pursuing work in education, journalism, business, public affairs, the arts, the humanities and the social sciences.

### Core 300 Level Electives: At least 3 required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 303</td>
<td>TOPICS IN GLOBAL FRAMEWORKS</td>
<td></td>
</tr>
<tr>
<td>WGS 304</td>
<td>TOPICS IN IDENTITY, KNOWLEDGE, AND POWER</td>
<td></td>
</tr>
<tr>
<td>WGS 305</td>
<td>TOPICS IN CULTURE AND REPRESENTATION</td>
<td></td>
</tr>
<tr>
<td>WGS 306</td>
<td>TOPICS IN ACTION, ADVOCACY, AND RESISTANCE</td>
<td></td>
</tr>
<tr>
<td>WGS 307</td>
<td>TOPICS IN HISTORICAL PERSPECTIVES</td>
<td></td>
</tr>
<tr>
<td>WGS 308</td>
<td>TOPICS IN FEMINIST THEORIES</td>
<td></td>
</tr>
<tr>
<td>WGS 311</td>
<td>FEMINISM AND WESTERN PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>WGS 312</td>
<td>GLOBAL FEMINIST ETHICS</td>
<td></td>
</tr>
<tr>
<td>WGS 313</td>
<td>THE BODY: AGENCY, PAIN, DESIRE</td>
<td></td>
</tr>
<tr>
<td>WGS 314</td>
<td>FASHION: THE POLITICS OF STYLE</td>
<td></td>
</tr>
<tr>
<td>WGS 315</td>
<td>WHAT IS A FAMILY?</td>
<td></td>
</tr>
<tr>
<td>WGS 399</td>
<td>INTERNSHIP IN THE COMMUNITY</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary 300 Level Electives: At most 2 permitted

Consult current schedule of classes for full list of electives for WGS credit, or contact WGS Advisor.

- WGS 3XX (Core WGS 300 Level courses) or Recent Interdisciplinary Electives
- ART 374 WOMEN AND ART
- HIST 308 WOMEN & THE RUSSIAN REVOLUTION
- HIST 383 HISTORY & POLITICS OF WOMEN IN THE UNITED STATES
- POS 327 SEXUALITY, GENDER, AND INTERNATIONAL HUMAN RIGHTS
- SOC 310 WOMEN, WORK & THE FAMILY
- SOC 321 EDUCATION AND GENDER
- SOC 340 GENDER AND SOCIETY
- SOC 343 GENDER BASED VIOLENCE
- SOC 354 GENDER, POWER, & THE BODY

### General Education, University Writing Requirement, and Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Western requirement**

- Non-Western course (can be used for Humanities or Social Sciences general education requirements)
- RU mission-related course
- LIBS 201 WRITING SOCIAL JUSTICE

**Science**

- One biological science and one physical science required
- (at least one must be a four-hour lab (not applicable for science majors)

**Social Sciences**

- Select 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women’s and Gender Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGS 3XX (Core WGS 300 Level courses) or Recent Interdisciplinary Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 374 WOMEN AND ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 308 WOMEN &amp; THE RUSSIAN REVOLUTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 383 HISTORY &amp; POLITICS OF WOMEN IN THE UNITED STATES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POS 327 SEXUALITY, GENDER, AND INTERNATIONAL HUMAN RIGHTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 310 WOMEN, WORK &amp; THE FAMILY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 321 EDUCATION AND GENDER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 340 GENDER AND SOCIETY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 343 GENDER BASED VIOLENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 354 GENDER, POWER, &amp; THE BODY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

- 49-50

1. Required for students who enter RU with fewer than 12 credit hours
2. Minimum grade of C- required
3. Math, Computer Science & Technology, and Science majors have different requirements—see advisor

These quantitative requirements also apply to degrees in the College of Arts and Sciences:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.
- Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.
- Students must have a minimum of 90 hours in Arts and Sciences.
- Students may apply no more than 51 hours in the major (BA) or 57 hours in the major (BS)

### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

### Humanities

- Select 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Speech and Women’s and Gender Studies

### Mathematics
Advising

Students undertaking or considering a minor in WGS should contact the director of the WGS program to discuss their course of study.

Requirements

Six courses (18 hours) are required for the Women’s and Gender Studies minor:

- WGS 110 GENDER JUSTICE.
- One core WGS course at the 200 level.
- One core WGS course at the 300 level.
- Three electives, fulfilled with WGS core courses and/or interdisciplinary courses for WGS credit.

At least two courses, one at the 300 level, must be completed at Roosevelt University. All courses counting toward the WGS minor must be passed with a C- or higher.

Note: WGS core courses in the 303-308 range rotate specific topics and titles under the course numbers and categories listed below. Students may repeat those course numbers with different topics and titles and apply them toward completion of the minor. Specific titles and topics are listed in the course schedule for each semester and on the WGS website (http://www.roosevelt.edu/CAS/Programs/WGS/Courses.aspx).

Core WGS 100 Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 110</td>
<td>GENDER JUSTICE</td>
</tr>
</tbody>
</table>

Core WGS 200 Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 214</td>
<td>GLOBAL VOICES</td>
</tr>
<tr>
<td>or WGS 216</td>
<td>POPULAR CULTURE AND POWER</td>
</tr>
<tr>
<td>or WGS 218</td>
<td>ACTION: INTERSECTION &amp; COALITION</td>
</tr>
<tr>
<td>or WGS 220</td>
<td>POLITICS OF SEX</td>
</tr>
</tbody>
</table>

Core WGS 300 Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 303</td>
<td>TOPICS IN GLOBAL FRAMEWORKS</td>
</tr>
<tr>
<td>or WGS 304</td>
<td>TOPICS IN IDENTITY, KNOWLEDGE, AND POWER</td>
</tr>
<tr>
<td>or WGS 305</td>
<td>TOPICS IN CULTURE AND REPRESENTATION</td>
</tr>
<tr>
<td>or WGS 306</td>
<td>TOPICS IN ACTION, ADVOCACY, AND RESISTANCE</td>
</tr>
<tr>
<td>or WGS 307</td>
<td>TOPICS IN HISTORICAL PERSPECTIVES</td>
</tr>
<tr>
<td>or WGS 308</td>
<td>TOPICS IN FEMINIST THEORIES</td>
</tr>
<tr>
<td>or WGS 311</td>
<td>FEMINISM AND WESTERN PHILOSOPHY</td>
</tr>
<tr>
<td>or WGS 312</td>
<td>GLOBAL FEMINIST ETHICS</td>
</tr>
<tr>
<td>or WGS 313</td>
<td>THE BODY: AGENCY, PAIN, DESIRE</td>
</tr>
<tr>
<td>or WGS 314</td>
<td>FASHION: THE POLITICS OF STYLE</td>
</tr>
<tr>
<td>or WGS 315</td>
<td>WHAT IS A FAMILY?</td>
</tr>
<tr>
<td>or WGS 399</td>
<td>INTERNSHIP IN THE COMMUNITY</td>
</tr>
</tbody>
</table>

Additional 3 electives from the WGS core or Interdisciplinary courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 2XX (Core WGS 200 Level courses) or WGS 3XX (Core WGS 300 Level courses)</td>
<td></td>
</tr>
</tbody>
</table>

Recent Interdisciplinary Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 317</td>
<td>THE AFRICAN-AMERICAN WOMAN</td>
</tr>
<tr>
<td>or ART 374</td>
<td>WOMEN AND ART</td>
</tr>
<tr>
<td>or ECON 308</td>
<td>FEMINIST ECONOMICS: HISTORY, THEORY, AND POLICY</td>
</tr>
<tr>
<td>or HIST 327</td>
<td>WORKING MEN &amp; WORKING WOMEN</td>
</tr>
</tbody>
</table>

or HIST 383 | HISTORY & POLITICS OF WOMEN IN THE UNITED STATES |
| or POS 312 | POLITICS OF LGBT COMMUNITIES |
| or POS 327 | SEXUALITY, GENDER, AND INTERNATIONAL HUMAN RIGHTS |
| or PSYC 108 | HUMAN SEXUALITY |
| or PSYC 345 | PSYCHOLOGY OF WOMEN |
| or SOC 340 | GENDER AND SOCIETY |
| or SOC 343 | GENDER BASED VIOLENCE |
| or SOC 354 | GENDER, POWER, & THE BODY |

Additional Interdisciplinary courses may apply. See Advisor.

Total Credit Hours 18

Writing, Minor

The Writing minor is designed to develop student skills in research and writing for multiple purposes. Students will work with faculty who will guide students in developing their analytical and writing skills in order to address multiple audiences, to organize information effectively, to confront issues critically and to articulate new knowledge about themselves, society and the world.

Requirements

The Writing minor is an 18-hour sequence consisting of six courses. There are two foundational courses required for the Writing minor:

- WRTG 160 THE ART OF PERSUASION
- CRWR 153 INTRODUCTION TO CREATIVE WRITING

These are foundational experiences ensuring that students are well grounded in theories and vocabularies of writing in a variety of situations and for different intentions.

Each required course is a prerequisite for enrollment in four further courses related to the fundamentals addressed in each of the foundational courses. Subsequent courses concentrate on more focused topics, genre, form or purpose.

Electives should be chosen in close consultation with an advisor to devise a program that both satisfies the student’s interests and involves sufficient breadth. Transfer students must take at least three courses at Roosevelt, at least one of which must be at the 300 level.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 153</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
</tr>
<tr>
<td>WRTG 160</td>
<td>THE ART OF PERSUASION</td>
</tr>
</tbody>
</table>

Electives

Select four from the following:

Creative Writing:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRWR 250</td>
<td>FICTION WRITING WORKSHOP</td>
</tr>
<tr>
<td>CRWR 251</td>
<td>POETRY WRITING WORKSHOP</td>
</tr>
<tr>
<td>CRWR 252</td>
<td>CREATIVE NONFICTION WRITING WORKSHOP</td>
</tr>
<tr>
<td>CRWR 253</td>
<td>SCREEN WRITING WORKSHOP</td>
</tr>
<tr>
<td>CRWR 303</td>
<td>CREATIVE WRITING CAPSTONE</td>
</tr>
</tbody>
</table>

Expository/Professional:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 367</td>
<td>TEACHING WRITING: THEORY &amp; PRACTICE</td>
</tr>
<tr>
<td>JOUR 220</td>
<td>MEDIA WRITING</td>
</tr>
<tr>
<td>JOUR 322</td>
<td>FEATURE WRITING</td>
</tr>
<tr>
<td>JOUR 334</td>
<td>WRITING FOR RADIO</td>
</tr>
<tr>
<td>JOUR 355</td>
<td>MAGAZINE WRITING</td>
</tr>
<tr>
<td>WRTG 222</td>
<td>ESSAY WRITING: TOPICS &amp; GENRES</td>
</tr>
</tbody>
</table>

Total Credit Hours 18
COLLEGE OF EDUCATION

Undergraduate programs within the College of Education prepare students to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs and courses, offerings are kept current and relevant to real-world contexts and professional standards of quality. Experienced, dedicated, and culturally diverse faculty work collaboratively with students to foster knowledge and skills with respect to diverse learners, instruction, assessment, and research. Talent and resources from a variety of disciplines are integrated and used, as are cutting-edge technologies. All programs require a variety of field and clinical experiences that augment and integrate academic studies.

Undergraduates may earn teacher licensure in the State of Illinois in the following areas: Early Childhood Education, Elementary Education, Secondary Education, and Special Education. Early Childhood, Elementary and Special Education teacher candidates major in education and receive a BA. Secondary teacher candidates choose a major in History, Math, Biology, Chemistry, or English and minor in Secondary Education. The College of Education also works with the Chicago College of Performing Arts to prepare teachers in Music Education. Music teacher candidates major in Music Education. Information about this program is located in the CCPA section of this catalog. All of the above programs are a part of the New Deal Teacher Academy.

In addition, the College of Education offers a major and minor in Educational Studies for students who wish to develop foundational knowledge and skills in education without earning teacher licensure.

All programs are offered at the Chicago campus on Michigan Avenue; some courses are offered online. The College of Education has a history of serving nontraditional as well as traditional undergraduate students, and schedules are designed to meet the needs of full-time as well as part-time students.

Accreditation

Since 1975, the National Council for Accreditation of Teacher Education (NCATE) has accredited the College of Education. In addition, the Illinois State Board of Education (ISBE) approves all undergraduate teacher preparation programs, and most undergraduate teacher preparation programs are nationally recognized by professional teacher organizations.

Admission Requirements

Most undergraduates complete all of their general education requirements prior to program admission. Grades below C are not accepted for these courses (C- grades are not acceptable). Because general education requirements are subject to change and are different by program, undergraduates must consult frequently with their advisors in the College of Education and, if they are secondary education minors, in the College of Arts and Sciences.

To be admitted to a teacher preparation program in the College of Education, all students must present evidence of their capabilities and potential to implement high-quality teaching practices informed by the conceptual framework of the College of Education. At a minimum, students must have achieved a 2.7 grade point average for all collegiate work, inclusive of all courses and grades from other institutions attended by the student. A minimum of 24 credit hours at Roosevelt University or another higher education institution is required to earn admission.

In addition to a minimum 2.7 comprehensive GPA, the College of Education requires that all undergraduates pass the ILTS Test of Academic Proficiency or have substituted an ACT or SAT score that meets the state’s criterion to earn admission to a teacher preparation program. Test dates, registration forms, and study guides are available online. Please note that students must pass all subtests of the TAP in order to earn a passing score and admission to a teacher preparation program. Students are encouraged to take the Test of Academic Proficiency during their first year of study at RU or, if transferring to RU, prior to submitting an application for admission to Roosevelt University.

Students who have not met both of the above admission criteria or who do not wish to obtain teacher licensure may choose the Educational Studies major or minor.

Professional advisors in the College of Education will guide students with respect to general education courses, teacher preparation admission requirements, and courses leading to the Educational Studies major or minor. Education courses outside of the Educational Studies major or minor are open only to students who have earned admission to a teacher preparation program.

Endorsements

As undergraduates complete their teacher preparation program, they may earn the special education (LBS I) endorsement, middle school endorsement, and/or bilingual or ESL endorsements. Students interested in the above endorsements should consult with their advisors and complete application forms through the College of Education Licensure Officer during the last semester of study. For all licensure and endorsement application forms and information, please contact the Licensure Officer of the College of Education.

Clinical Experiences

Extensive contact with classrooms and/or community centers and first-hand experience in dealing with everyday problems are critical components of all undergraduate programs. Through its Office of Field Placements, the College of Education offers a wide variety of field and clinical experiences. Experiences in clinical sites entail observation, tutoring, small-group interactions, and large-group instruction, as well as participation in school and community activities. Field sites range from the city to the suburbs and enable students to interact significantly with culturally diverse learners.

The Office of Field Placements approves all clinical placements, taking into consideration the needs and interests of faculty, programs, clinical partners, and students. Students may only arrange their own placements when specifically asked to do so, using a list of approved sites. Under no circumstances should students contact schools or other sites without explicit permission from the Office of Field Placements.

Applications for student teaching placements must be submitted by Dec. 1, for placements the following fall, and by April 1 for placements the following spring. Students who submit late applications will need to obtain additional approvals and may encounter delays in obtaining a site for student teaching.

Only students who have successfully completed all required general education, academic concentration, academic major, and state-mandated tests and documentation will be admitted to student
teaching. Procedures for Student Performance Reviews, available on the COE website, will be followed if significant performance issues are documented during field experiences. Orientations and other meetings related to field experiences are required of all students.

Continuing Enrollment
All candidates for teacher licensure must maintain a minimum 2.7 comprehensive GPA in order to qualify for student teaching and their degrees. A cumulative GPA of 3.0 is required in the education majors and Secondary Education minor. Some programs require a minimum 3.0 GPA in an academic concentration or major in the College of Arts and Sciences.

Grades below C (for example, a C-) are not acceptable for meeting either degree or certification requirements. Students also must demonstrate the core professional dispositions outlined in the College of Education conceptual framework and in course syllabi; failure to do so may result in a hearing, remediation, and/or dismissal from the program. Because requirements for continuing enrollment are subject to change, undergraduates must consult frequently with their education advisors. The advising plan developed by the education advisor provides the most up-to-date and authoritative information with respect to all program and licensure requirements.

Educational Studies
The Educational Studies program is not a teacher preparation program, and it does not result in teacher licensure. The minor is an 18 credit hour concentration of education courses that prepares students for graduate school in education and school counseling, as well as for work with children and families in government, private industry, adult education, and social service agencies. Students with majors in other colleges at Roosevelt University may choose the Educational Studies minor and obtain advising assistance from professional advisors in the College of Education.

The major in Educational Studies requires 45 credit hours of study, and provides students with employment credentials just short of teacher licensure in the areas of early care and education and youth development and education. A passing score on the ILTS Basic Skills Test or Test of Academic Proficiency is not required for enrollment in courses in the minor or major.

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

Grievances
Faculty and staff in the College of Education are dedicated to the mission and vision of the college and the university. In the event of a grievance or complaint, students should consult the procedures that the college and university have established for the resolution of such matters. For information about these procedures, consult the College of Education website and the Student Handbook available on the Roosevelt University website.

Transfer Credit
No more than 66 credit hours will be accepted in transfer from a two-year institution. The final 54 credit hours toward the BAE degree or secondary education minor must be earned at a regionally accredited four-year college or university. No more than 12 credit hours in the major transferred from another college will be allowed in the teacher licensure programs. The student’s final 30 credit hours must be earned at Roosevelt University. A maximum of 9 hours of transfer credit will be accepted toward the Educational Studies minor. 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 Roosevelt University.

Bilingual/ESL Education, Minor
The College of Education has five undergraduate programs: Early Childhood Education, Educational Studies, Elementary Education, Secondary Education and Special Education. The college also works jointly with the Chicago College of Performing Arts to deliver a program in Music Education. All of these programs, with the exception of Educational Studies, focus on teacher preparation.

The College of Education has a history of serving nontraditional as well as traditional undergraduate students, and schedules are designed to meet the needs of full-time as well as part-time students. All teacher preparation programs are offered at the Chicago campus and are a part of the New Deal Teacher Academy.

Undergraduate programs within the College of Education prepare students to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs and courses, offerings are kept current and relevant to real-world contexts and professional standards of quality. Experienced, dedicated and culturally diverse faculty work collaboratively with students to foster knowledge and skills with respect to diverse learners, instruction, assessment and research. Talent and resources from a variety of disciplines are integrated and used, as are cutting edge technologies. All programs require a variety of field and clinical experiences that augment and integrate academic studies.

The Bilingual/ESL Education minor prepares teacher candidates to improve student learning with children and families who have a first language other than English. The minor leads to either a bilingual or ESL endorsement on an Illinois Professional Educator License.

To earn the bilingual endorsement, teacher candidates must pass a state language exam in addition to successfully completing the courses in the minor.

In addition, all teacher candidates must complete 100 clinical hours of observation and practice teaching in classrooms serving English-language learners to earn their endorsements. The minor is available only to Education majors who have earned admission to a teacher licensure program. Students in the Educational Studies major may also take courses in the minor.
Standards
At least four of the courses, or 12 credit hours, must be taken at Roosevelt University. All courses must be passed with grades of C or higher (C- is unacceptable) and a minimum 2.0 overall GPA.

Prerequisites
Students minoring in bilingual/ESL education must be teacher candidates who have earned admission to a teacher licensure program. A passing score on the Illinois Basic Skills Test, Test of Academic Proficiency, ACT or SAT is required for enrollment in the minor.

Requirements
Six courses in education (18 credit hours) make up the minor. All courses are required (see below).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 358</td>
<td>LINGUISTICS FOR ESL TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>READ 368</td>
<td>FOUNDATIONS OF BILINGUAL &amp; ESL EDUCATION (10-30 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 373</td>
<td>ASSESS OF BILINGUAL STUDENTS (10-25 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 374</td>
<td>METHODS &amp; MATERIALS TEACHING BILINGUAL (10-20 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 375</td>
<td>METHODS &amp; MATERIALS TEACHING ESL (10-25 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 376</td>
<td>CROSS-CULT STUDY FOR TEACH LEP (10-20 clinical hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Early Childhood Education, BAE
The College of Education has five undergraduate programs: Early Childhood Education, Educational Studies, Elementary Education, Secondary Education and Special Education. The college also works jointly with the Chicago College of Performing Arts to deliver a program in Music Education. All of these programs, with the exception of Educational Studies, focus on teacher preparation.

The College of Education has a history of serving nontraditional as well as traditional undergraduate students, and schedules are designed to meet the needs of full-time as well as part-time students. All teacher preparation programs are offered at the Chicago campus and are a part of the New Deal Teacher Academy.

Undergraduate programs within the College of Education prepare students to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs and courses, offerings are kept current and relevant to real-world contexts and professional standards of quality. Experienced, dedicated and culturally diverse faculty work collaboratively with students to foster knowledge and skills with respect to diverse learners, instruction, assessment and research. Talent and resources from a variety of disciplines are integrated and used, as are cutting edge technologies. All programs require a variety of field and clinical experiences that augment and integrate academic studies.

Birth through Grade 3
The program in Early Childhood Education is interdisciplinary in scope and practical in orientation. Its purpose is to prepare students to become highly qualified, capable, and dedicated educators in Head Start, child care, and preschool programs, as well as kindergarten and primary grades. Students complete diverse field placements and clinical experiences in public schools and private agencies serving children from infancy through third grade. Students who complete the program earn a State of Illinois teaching license, with early childhood and early childhood special education endorsements. Early Childhood majors complete the bilingual/ESL minor and with teacher licensure also earn the Bilingual and/or ESL endorsement.

Requirements
Students are formally admitted to the teacher preparation program when they earn a passing score on the Illinois Test of Academic Proficiency, have a minimum 2.7 GPA in all undergraduate courses, and have demonstrated professional dispositions. Students may take general education requirements, academic concentration courses, and the following five education courses without having earned admission to the program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 321</td>
<td>CREATIVE ARTS IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 385</td>
<td>TECHNOLOGY IN THE CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>HEALTH FOR EDUCATORS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 219</td>
<td>EXCEPTIONAL CHILD &amp; YOUTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

In order to enroll in the remainder of the academic major, students must have earned admission to the teacher preparation program, or acknowledged their preference for the Gateways ECE Credential Level 5. Acknowledgement of the Gateways ECE Credential is done through an advisor in the College of Education.

Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHD 305</td>
<td>ASSESSMENT EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 309</td>
<td>CHILD, FAMILY AND COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 311</td>
<td>HISTORY &amp; PHILOSOPHY OF EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 332</td>
<td>PREPRIMARY: SCIENCE, MATHEMATICS, &amp; SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 333</td>
<td>PRIM SCI,MATH,SOC CONCEPTS ECE</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 334</td>
<td>LANGUAGE DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 336</td>
<td>LITERACY IN EARLY CHILDHOOD EDUCATION: PRE-KINDERGARTEN</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 337</td>
<td>LITERACY IN EARLY CHILDHOOD EDUCATION: PRIMARY</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 338</td>
<td>EARLY CHILDHOOD CURRICULUM: INFANT, TODDLER, AND PRESCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 374</td>
<td>STUDENT TEACHING AND SEMINAR IN EARLY CHILDHOOD EDUCATION</td>
<td>12</td>
</tr>
<tr>
<td>ECHD 382</td>
<td>EARLY CHILDHOOD SPECIAL EDUCATION METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 42

Field and Clinical Experiences
Field and clinical experiences in early childhood education involve urban and suburban placements and must include culturally diverse learners.
Students are placed in infant/toddler, preschool and primary settings, and engage in individual, small group, and whole class instruction, observation, and participation in community based activities. A minimum of 120 hours of field experiences and service learning are required prior to student teaching.

Placement in student teaching is planned with consideration for each student’s needs and interests. A College of Education faculty member as well as a resident, experienced teacher supervises each student. Formal application is required approximately two semesters in advance of student teaching. Applicants are expected to be in good physical health and academic standing, and must provide evidence of competency with regard to professional dispositions, including the passage of a criminal background check.

To earn admission to student teaching, a student must have passed the Illinois Test of Academic Proficiency or have substituted an ACT or SAT score that meets the state’s criterion, and the Early Childhood Content Test. In addition, all students must have a cumulative GPA of 2.7 in their undergraduate courses, and a 3.0 GPA in their academic major. All general education and academic major course requirements must be completed with grades of C or higher (C- grades are unacceptable). The edTPA should be taken during student teaching if the student is seeking the Illinois teaching license. No other course may be taken, nor may a student be employed, during student teaching.

**Licensure Requirements**

In order to qualify for the Illinois teaching license and Early Childhood endorsement, students must meet all general education requirements that are in effect at the time of their application.

Early Childhood Education students take the 18 hours of course work in the Bilingual and ESL minor, which leads to the Bilingual and/or ESL endorsement.

Before issuing a license, the Illinois State Board of Education also requires satisfactory scores on the Test of Academic Proficiency or the ACT or SAT, the Early Childhood Content Test, and the edTPA. Students must consult a College of Education advisor to determine which general education courses are acceptable toward fulfillment of licensure requirements.

**Licensure Course Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 106</td>
<td>THE UNITED STATES TO 1865</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 107</td>
<td>THE UNITED STATES SINCE 1865</td>
<td>3</td>
</tr>
<tr>
<td>Total Required Humanities (must include American History)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 105</td>
<td>FOUNDATIONS OF ARITHMETIC</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110 or higher</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Non-Western/Third World/Multicultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asia, African, Central/South America or Native American or their descendants in the US (may also be counted in Humanities or Social Science)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RU Mission-Related Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 111</td>
<td>HUMAN BIOLOGY (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 112</td>
<td>ENVIRONMENTAL BIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>PHYSICAL GEOGRAPHY I</td>
<td>3</td>
</tr>
<tr>
<td>or PHSC 103</td>
<td>GLOBAL CLIMATE CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>Must include biological and physical science, including at least one lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POS 101</td>
<td>UNITED STATES POLITICS</td>
<td>9</td>
</tr>
<tr>
<td>Total Required Social Science (must include American Government)</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

**Educational Studies, BAE**

The College of Education has five undergraduate programs: Early Childhood Education, Educational Studies, Elementary Education, Secondary Education and Special Education. The college also works jointly with the Chicago College of Performing Arts to deliver a program in Music Education. All of these programs, with the exception of Educational Studies, focus on teacher preparation.

The College of Education has a history of serving nontraditional as well as traditional undergraduate students, and schedules are designed to meet the needs of full-time as well as part-time students. All teacher preparation programs are offered at the Chicago campus and are a part of the New Deal Teacher Academy.

Undergraduate programs within the College of Education prepare students to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs and courses, offerings are kept current and relevant to real-world contexts and professional standards of quality. Experienced, dedicated and culturally diverse faculty work collaboratively with students to foster knowledge and skills with respect to diverse learners, instruction, assessment and research. Talent and resources from a variety of disciplines are integrated and used, as are cutting edge technologies. All programs require a variety of field and clinical experiences that augment and integrate academic studies.

The Educational Studies major prepares students for a variety of roles in child care agencies, schools, and community organizations. The curriculum develops core competencies with respect to child growth and development; health, safety, and well being; meeting the needs of diverse learners; and professional dispositions.

The Educational Studies major does not result in teacher licensure, but graduates of the Early Child Care and Education concentration can get jobs as teachers and teacher assistants in private pre-kindergarten settings and Head Start classrooms; as administrators of Early Childhood programs and as administrative staff in child advocacy organizations. Graduates of the Youth Development and Education concentration can get jobs as paraprofessionals in public and private schools, as teachers in after-school programs and as administrative staff in public and private agencies serving school-age and older children.
Requirements

Five core courses (15 credit hours) define the Educational Studies major, all of which are eligible for transfer credit. All courses in the major must be passed with grades of C or higher to earn the degree. A total of 45 credit hours are required in the major, and 120 credit hours for the degree. The general education courses required by the College of Arts and Sciences must be completed in order to earn this degree.

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 291</td>
<td>ISSUES IN METROPOLITAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 292</td>
<td>LANGUAGE &amp; CULTURE IN EDUCATION</td>
<td></td>
</tr>
<tr>
<td>EDUC 202</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>HEALTH FOR EDUCATORS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 321</td>
<td>CREATIVE ARTS IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 219</td>
<td>EXCEPTIONAL CHILD &amp; YOUTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration

Complete one of the following concentrations

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Total Credit Hours

45

Concentrations

The Educational Studies major offers concentrations in Early Care and Education and Youth Development and Education.

Concentration in Youth Development and Education

Successful completion of the Youth Development and Education concentration entitles students to a paraprofessional educator endorsement on an Illinois Educator License with Stipulations. Individuals with this license and endorsement may provide instructional support in any school that includes programs supported by Title 1, Part A funds. No exams are required for this license and endorsement, but an application must be submitted to the State of Illinois.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHD 309</td>
<td>CHILD, FAMILY AND COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 310</td>
<td>ANTI-BIAS AND MULTICULTURAL CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 334</td>
<td>LANGUAGE DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 311</td>
<td>ADOLESCENT DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 385</td>
<td>TECHNOLOGY IN THE CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 313</td>
<td>FOUNDATIONS OF MIDDLE SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>READ 339</td>
<td>YOUNG ADULT LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>READ 368</td>
<td>FOUNDATIONS OF BILINGUAL &amp; ESL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 352</td>
<td>TOPICAL WORKSHOP</td>
<td>3</td>
</tr>
<tr>
<td>SOC 321</td>
<td>EDUCATION AND GENDER</td>
<td>3</td>
</tr>
<tr>
<td>SOC 325</td>
<td>EDUCATION AND SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>SOCJ 201</td>
<td>INTRODUCTION TO SOCIAL JUSTICE STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

30

Concentration in Early Care and Education

Successful completion of the Early Care and Education concentration entitles students to the Level 5 ECE Credential, a state recognized employment credential that signals substantial training, education, and experience with respect to children birth through age 8. No exams are required for this credential, but an application must be submitted to Gateways for Opportunity, a support system for Illinois early care and education professionals. The Level 5 Credential is not a teaching license, but may be used to obtain employment in child care settings.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHD 309</td>
<td>CHILD, FAMILY AND COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 310</td>
<td>ANTI-BIAS AND MULTICULTURAL CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 332</td>
<td>PREPRIMARY: SCIENCE, MATHMATICS, &amp; SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 334</td>
<td>LANGUAGE DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 336</td>
<td>LITERACY IN EARLY CHILDHOOD EDUCATION: PRE-KINDERGARTEN</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 338</td>
<td>EARLY CHILDHOOD CURRICULUM: INFANT, TODDLER, AND PRESCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 370</td>
<td>INFANT AND TODDLER: TEACHING AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>ECHD 375</td>
<td>PRACTICUM: INFANT, TODDLER, AND PRESCHOOL</td>
<td>6</td>
</tr>
<tr>
<td>ECHD 380</td>
<td>CAPSTONE: ISSUES &amp; ADVOCACY IN EARLY CHILDHOOD</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

30

Educational Studies, Minor

The College of Education has five undergraduate programs: Early Childhood Education, Educational Studies, Elementary Education, Secondary Education and Special Education. The college also works jointly with the Chicago College of Performing Arts to deliver a program in Music Education. All of these programs, with the exception of Educational Studies, focus on teacher preparation.

The College of Education has a history of serving nontraditional as well as traditional undergraduate students, and schedules are designed to meet the needs of full-time as well as part-time students. All teacher preparation programs are offered at the Chicago campus and are a part of the New Deal Teacher Academy.

Undergraduate programs within the College of Education prepare students to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs and courses, offerings are kept current and relevant to real-world contexts and professional standards of quality. Experienced, dedicated and culturally diverse faculty work collaboratively with students to foster knowledge and skills with respect to diverse learners, instruction, assessment and research. Talent and resources from a variety of disciplines are integrated and used, as are cutting edge technologies. All programs require a variety of field and clinical experiences that augment and integrate academic studies.

The Educational Studies minor prepares students for graduate school in education and school counseling, as well as for work with children and families in government, private industry, adult education, and social services agencies. The Educational Studies minor is not a teacher preparation program, and it does not lead to teacher licensure. Students with majors in other colleges at Roosevelt may choose the Educational Studies minor and obtain advising assistance from professional advisors in the College of Education.
Standards
At least three of the courses, or 9 credit hours, must be taken at Roosevelt University. All courses must be passed with grades of C or higher, and a minimum 2.0 overall GPA.

Prerequisites
There are no prerequisites for the Educational Studies minor or the courses that apply to it. However, a passing score on the Illinois Test of Academic Proficiency is required for enrollment in all other undergraduate education courses.

Requirements
Six courses in education (18 credit hours) make up the minor. Three courses are required (see below).

Core
EDUC 291  ISSUES IN METROPOLITAN EDUCATION  3
EDUC 202  CHILD DEVELOPMENT, LEARNING, AND MOTIVATION  3
SPED 219  EXCEPTIONAL CHILD & YOUTH  3

Electives
Select three of the following:  9
EDUC 291  ISSUES IN METROPOLITAN EDUCATION
EDUC 303  HEALTH FOR EDUCATORS
EDUC 311  ADOLESCENT DEVELOPMENT
EDUC 321  CREATIVE ARTS IN EDUCATION
EDUC 352  TOPICAL WORKSHOP
EDUC 385  TECHNOLOGY IN THE CLASSROOM
READ 339  YOUNG ADULT LITERATURE

Total Credit Hours  18

Elementary Education, BAE
The College of Education has five undergraduate programs: Early Childhood Education, Educational Studies, Elementary Education, Secondary Education and Special Education. The college also works jointly with the Chicago College of Performing Arts to deliver a program in Music Education. All of these programs, with the exception of Educational Studies, focus on teacher preparation.

The College of Education has a history of serving nontraditional as well as traditional undergraduate students, and schedules are designed to meet the needs of full-time as well as part-time students. All teacher preparation programs are offered at the Chicago campus and are a part of the New Deal Teacher Academy.

Undergraduate programs within the College of Education prepare students to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs and courses, offerings are kept current and relevant to real-world contexts and professional standards of quality. Experienced, dedicated and culturally diverse faculty work collaboratively with students to foster knowledge and skills with respect to diverse learners, instruction, assessment and research. Talent and resources from a variety of disciplines are integrated and used, as are cutting-edge technologies. All programs require a variety of field and clinical experiences that augment and integrate academic studies.

First through grade 6
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 are encouraged to develop communication skills, content knowledge, observational skills, and sound teaching practices that they can apply to their work with diverse learners. Over the duration of the program, students develop a sense of themselves as professional educators who can act as change agents in their schools. Students who successfully complete the program earn a State of Illinois teaching license. Other endorsements may be earned, in consultation with a professional advisor in the College of Education.

Requirements
Students are formally admitted to the teacher preparation program when they earn a passing score on the Illinois Test of Academic Proficiency or substitute an ACT or SAT score that meets the state’s criterion, have a minimum 2.7 GPA in all undergraduate courses, and have demonstrated professional dispositions. Students may take general education requirements, EDUC 202 and SPED 219 without having earned admission to the program.

EDUC 202  CHILD DEVELOPMENT, LEARNING, AND MOTIVATION  3
SPED 219  EXCEPTIONAL CHILD & YOUTH  3
ELED 300  CURRICULUM, INSTRUCTION, AND ASSESSMENT  3
ELED 301  FOUNDATIONS & COMMUNITY  3
ELED 302  INTEGRATING HEALTH, ARTS, AND PHYSICAL EDUCATION ACROSS THE CURRICULUM  3
ELED 303  FIELD EXPERIENCE I  1
READ 320  TEACHING READING IN ELEMENTARY SCHOOL  3
ELED 341  METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL  3
ELED 328  FIELD EXPERIENCE II  1
READ 332  STRATEGIES AND MATERIALS FOR TEACHING READING, WRITING, AND LANGUAGE  3
ELED 346  METHODS OF TEACHING SCIENCE IN THE ELEMENTARY SCHOOL  3
ELED 347  METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL  3
ELED 370  STUDENT TEACHING IN ELEMENTARY EDUCATION  12

Total Credit Hours  45

Field and clinical experiences
Field experiences involve urban and suburban placements and must include culturally diverse learners. A minimum of 100 hours of field experiences is required prior to student teaching. Field experiences are
Integrated with courses and are completed over an intensive two-week period each semester.

Placement in student teaching is planned with consideration for each student’s needs and interests. A College of Education faculty member as well as a resident, experienced teacher supervises each student. Formal application is required approximately two semesters in advance of student teaching. To earn admission to student teaching, a student must have passed the Illinois Basic Skills Test or Test of Academic Proficiency or have substituted an ACT or SAT score that meets the state’s criterion, and the Elementary/Middle Grades Content Test. In addition, all students must have a cumulative GPA of 2.7 in their undergraduate courses, and a 3.0 GPA in their academic major. All general education must be completed with grades of C or higher (C- grades are unacceptable). All courses in the academic major must be completed with grades of B- or higher. The edTPA test should be taken during student teaching. This test is required for licensure. No other course may be taken, nor may a student be employed, during student teaching.

Licensure requirements

In order to qualify for Roosevelt University’s recommendation for the Illinois teaching license and elementary endorsement, students must meet all general education requirements that are in effect at the time of their application.

Students must consult with their education advisor to determine which general education courses are acceptable toward fulfillment of licensure requirements. Because requirements for licensure, graduation, and continuing enrollment are subject to change, undergraduates must consult frequently with their education advisors. The advising plan developed at program admission provides the most up-to-date and authoritative information with respect to all program and licensure requirements.

Before issuing a license, the Illinois State Board of Education also requires satisfactory scores on the Elementary/Middle Grades Content Test, and the edTPA.

Licensure Course Requirements

Communication Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 106</td>
<td>THE UNITED STATES TO 1865</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 107</td>
<td>THE UNITED STATES SINCE 1865</td>
<td></td>
</tr>
<tr>
<td>ART 101</td>
<td>INTRODUCTION TO THE VISUAL ARTS</td>
<td>3</td>
</tr>
<tr>
<td>or THAR 206</td>
<td>FUNDAMENTALS OF ACTING I</td>
<td></td>
</tr>
<tr>
<td>or MNOM 115</td>
<td>BEGINNING PIANO</td>
<td></td>
</tr>
<tr>
<td>or MNOM 156</td>
<td>BEGINNING GUITAR</td>
<td></td>
</tr>
<tr>
<td>or MNOM 204</td>
<td>UNIVERSITY SINGERS</td>
<td></td>
</tr>
<tr>
<td>or MNOM 207</td>
<td>EXPLORING THE BLUES</td>
<td></td>
</tr>
<tr>
<td>or MNOM 240</td>
<td>MUSIC IN CULTURE &amp; SOCIETY</td>
<td></td>
</tr>
<tr>
<td>ENG 210</td>
<td>BRITISH LITERATURE TO 1789</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 211</td>
<td>BRITISH LITERATURE 1789 TO PRESENT</td>
<td></td>
</tr>
<tr>
<td>or ENG 212</td>
<td>AMERICAN LITERATURE TO 1865</td>
<td></td>
</tr>
<tr>
<td>or ENG 213</td>
<td>AMERICAN LITERATURE 1865-PRESENT</td>
<td></td>
</tr>
<tr>
<td>or ENG 220</td>
<td>INTRODUCTION TO LITERARY ANALYSIS</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 105</td>
<td>FOUNDATIONS OF ARITHMETIC</td>
<td></td>
</tr>
<tr>
<td>MATH 115</td>
<td>QUANTITATIVE &amp; SPATIAL REASONING</td>
<td></td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td></td>
</tr>
</tbody>
</table>

RU Mission-Related Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Natural Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111</td>
<td>HUMAN BIOLOGY ((includes lab))</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 112</td>
<td>ENVIRONMENTAL BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>PHSC 101</td>
<td>PHYSICAL GEOGRAPHY I</td>
<td>3</td>
</tr>
<tr>
<td>or PHSC 103</td>
<td>GLOBAL CLIMATE CHANGE</td>
<td></td>
</tr>
</tbody>
</table>

Must take BIOL 111 or BIOL 112 and must take PHSC 101 or PHSC 103

Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 111</td>
<td>THE WORLD TO 1500</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 112</td>
<td>THE WORLD SINCE 1500</td>
<td></td>
</tr>
<tr>
<td>POS 101</td>
<td>UNITED STATES POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>or POS 102</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td></td>
</tr>
<tr>
<td>ECON 234</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 52

Secondary Teacher Education, Minor

The College of Education has five undergraduate programs: Early Childhood Education, Educational Studies, Elementary Education, Secondary Education and Special Education. The college also works jointly with the Chicago College of Performing Arts to deliver a program in Music Education. All of these programs, with the exception of Educational Studies, focus on teacher preparation.

The College of Education has a history of serving nontraditional as well as traditional undergraduate students, and schedules are designed to meet the needs of full-time as well as part-time students. All teacher preparation programs are offered at the Chicago campus and are a part of the New Deal Teacher Academy.

Undergraduate programs within the College of Education prepare students to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs and courses, offerings are kept current and relevant to real-world contexts and professional standards of quality. Experienced, dedicated and culturally diverse faculty work collaboratively with students to foster knowledge and skills with respect to diverse learners, instruction, assessment and research. Talent and resources from a variety of disciplines are integrated and used, as are cutting edge technologies. All programs require a variety of field and clinical experiences that augment and integrate academic studies.

Grade 9 through grade 12

The Secondary Teacher Education minor is designed for undergraduates who wish to become secondary teachers in history, chemistry, biology, English, and mathematics. Students earn a minor in Secondary Education as a complement to their major in the College of Arts of Sciences. Students who successfully complete the minor are eligible for a State of Illinois teaching license with an endorsement in their chosen subject area.
(biology, chemistry, English, history, or math). Other endorsements may be earned, in consultation with a professional advisor in the College of Education.

**Admission**

Students are formally admitted to the teacher preparation program when they earn a passing score on the Illinois Test of Academic Proficiency or have substituted an ACT or SAT score that meets the state's criterion, have a minimum 2.7 GPA in all undergraduate courses, and have demonstrated professional dispositions.

**Advising**

Because specific courses in the academic major are required for licensure, students must consult with an education advisor to ensure that their plans for academic study in their major are correct and in fulfillment of all licensure requirements. All declared or prospective minors should contact an education advisor in their first year of study at Roosevelt University.

Because requirements for teacher licensure are subject to change, undergraduates must consult frequently with both their education and academic major advisors. The advising plan developed by the education advisor provides the most up-to-date and authoritative information with respect to all program and licensure requirements.

**Requirements**

Students may take general education requirements, courses in the academic major, and the following four education courses without having earned admission to the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 291</td>
<td>ISSUES IN METROPOLITAN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>READ 339</td>
<td>YOUNG ADULT LITERATURE (required only of English majors)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 219</td>
<td>EXCEPTIONAL CHILD &amp; YOUTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

In order to enroll in the remainder of the Secondary Teacher Education minor, students must have earned admission to the teacher preparation program. A passing score on the Test of Academic Proficiency or ACT or SAT scores that meets the state's criterion, a minimum 2.7 GPA in all undergraduate courses, and demonstrated professional dispositions are required to register for these courses.

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 363</td>
<td>TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>SEED 301</td>
<td>SEMINAR IN SECONDARY EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SEED 350</td>
<td>FIELD EXPERIENCE SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SEED 360</td>
<td>STUDENT TEACHING SEMINAR: SECONDARY EDUCATION</td>
<td>12</td>
</tr>
</tbody>
</table>

**Methods of teaching in major fields**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 322</td>
<td>METHODS OF TEACHING SECONDARY SCIENCE</td>
<td>3</td>
</tr>
</tbody>
</table>

**Field and clinical experiences**

Field experiences in secondary education involve urban and suburban placements and must include culturally diverse learners. Experiences take place in middle school and high school settings, and involve teacher candidates in individual, small group, and whole class instruction, observation, and participation in community based activities. A minimum of 100 hours of field experiences is required prior to student teaching.

Placement in student teaching is planned with consideration for each student’s needs and interests. A College of Education faculty member as well as a resident, experienced teacher supervises each student. Formal application is required approximately two semesters in advance of student teaching. To earn admission to student teaching, a student must have passed the Illinois Test of Academic Proficiency or have substituted an ACT or SAT score that meets the state's criterion, and the appropriate Content Test. In addition, all students must have a cumulative GPA of 2.7 in their undergraduate courses, and a 3.0 GPA respectively in their academic major and secondary education minor (with the exception of Math and Science, where a 2.7 minimum GPA is acceptable in the academic major). All general education, academic major, and secondary education minor course requirements must be completed with grades of C or higher (C- grades are unacceptable). The edTPA test should be taken during student teaching. This test is required for licensure. No other course may be taken, nor may a student be employed, during student teaching.

**Licensure requirements**

In order to qualify for Roosevelt University’s recommendation for the Illinois teaching license, students must meet all general education requirements developed jointly by the College of Arts and Sciences and the College of Education faculty. Please consult as soon as possible with an education advisor in the College of Education about these requirements. In general, they are the same as the general education requirements for other students in the College of Arts and Sciences; however, specific courses may be required in order to earn an endorsement in the area of specialization (e.g., English, history, math, biology and chemistry).

**Special Education, BAE**

The College of Education has five undergraduate programs: Early Childhood Education, Educational Studies, Elementary Education, Secondary Education and Special Education. The college also works jointly with the Chicago College of Performing Arts to deliver a program in Music Education. All of these programs, with the exception of Educational Studies, focus on teacher preparation.

The College of Education has a history of serving nontraditional as well as traditional undergraduate students, and schedules are designed to meet the needs of full-time as well as part-time students. All teacher preparation programs are offered at the Chicago campus and are a part of the New Deal Teacher Academy.
Undergraduate programs within the College of Education prepare students to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs and courses, offerings are kept current and relevant to real-world contexts and professional standards of quality. Experienced, dedicated and culturally diverse faculty work collaboratively with students to foster knowledge and skills with respect to diverse learners, instruction, assessment and research. Talent and resources from a variety of disciplines are integrated and used, as are cutting edge technologies. All programs require a variety of field and clinical experiences that augment and integrate academic studies.

Roosevelt’s program in Special Education is a Pre-K to age 21 teacher licensure program leading to the LBS1 endorsement. Completion of the program 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, severe emotional and behavior disorders, other health impairments, traumatic brain injury, autism, and physical disabilities. In addition to a well-rounded general education program of study, undergraduates are required to complete the sequence of professional courses found under the Requirements section during their junior and senior years.

**Requirements**

Students are formally admitted to the teacher preparation program when they earn a passing score on the Illinois Test of Academic Proficiency or substitute an ACT or SAT score that meets the state’s criterion, have a minimum 2.7 GPA in all undergraduate courses, and have demonstrated professional dispositions. Students may take general education requirements and the following four education courses without having earned admission to the program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>HEALTH FOR EDUCATORS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 311</td>
<td>ADOLESCENT DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>SPED 219</td>
<td>EXCEPTIONAL CHILD &amp; YOUTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 12

In order to enroll in the remainder of the academic major, students must have earned admission to the teacher preparation program.

**Licensure requirements**

Students who intend to teach at the middle 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. Three of these courses must be taken at the 300-level. Students who intend to teach at the high school level are recommended to have a 32 credit hour major in a teachable subject at the high school level.

Students must consult a College of Education advisor to determine which courses (Roosevelt or transferred) are acceptable toward fulfillment of all degree and licensure requirements. Students completing the program and applying for licensure must meet the general education requirements listed below.

**Licensure course requirements**

**Communication Skills**

Written Communication: 6

**Humanities**

Total Required Humanities (must include American History): 9
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 106</td>
<td>THE UNITED STATES TO 1865</td>
<td></td>
</tr>
<tr>
<td>or HIST 107</td>
<td>THE UNITED STATES SINCE 1865</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 105</td>
<td>FOUNDATIONS OF ARITHMETIC</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or above)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Non-Western/Third World/Multicultural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asia, African, Central/South America or Native American or their descendants in the US (may also be counted in Humanities or Social Science)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>RU Mission-Related Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>LIBS 201</td>
<td>WRITING SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must include biological science with a lab and PHSC 105</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>PHSC 105</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POS 101</td>
<td>UNITED STATES POLITICS</td>
<td></td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td></td>
</tr>
<tr>
<td>Total Required Social Science</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>
**EVELYN T. STONE COLLEGE OF PROFESSIONAL STUDIES**

The Evelyn T. Stone College of Professional Studies is a dynamic learning community dedicated to helping students achieve their educational goals. The college offers cutting-edge programs and distinctive learning environments for students seeking opportunity in professionally oriented fields.

**Our Programs**

The College of Professional Studies has long offered programs intended to help students start or advance their careers. Begun in 1966, our Flex-Track Program for Adults (formerly the Bachelor of Professional Studies program) offers undergraduate degrees both in the evening and online, with eight-week courses to help students earn their degrees at an accelerated pace while balancing work and family commitments. Within the Flex-Track Program for Adults, we offer relevant and focused majors in Criminal Justice, Interdisciplinary Studies, Organizational Communication, Organizational Leadership, Paralegal Studies, and Sustainability Studies. In the Fast-Track Program, we offer degrees in Business and Psychology.

The College of Professional Studies also offers a well-respected post-baccalaureate program in Paralegal Studies. The program celebrated its 40th anniversary in 2014 and continues to be a leader in paralegal education in Chicago.

The college is also home to the Human and Community Renewal Program, which provides valuable life skills training for formerly incarcerated men and women to help them transition to productive lives.

**Evelyn T. Stone**

The College of Professional Studies is honored to bear the name of Evelyn T. Stone, an early supporter of Roosevelt University and a lifelong champion of education. Evelyn Stone fell victim to Alzheimer’s disease, and her husband, Jerome H. Stone, founded national and international organizations to help those who suffer from this condition. Mr. Stone was chairman emeritus of Roosevelt’s Board of Trustees. To recognize Evelyn Stone’s values, the college was named in her honor.

**Business, BPS**

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in “hybrid” mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor’s degree.

The Bachelor of Professional Studies with a major in Business provides students with a solid foundation in general business, preparing them for graduate study, professional development, and career advancement.

The degree offers a comprehensive business core plus a broad selection of “functional areas for specialization.” These functional areas include Accounting, Finance, Human Resource Management, Management, Marketing, and Social Entrepreneurship, as well as professional programs such as Hospitality and Tourism Management, Organizational Leadership, Paralegal Studies and Sustainability Studies.

The Flex-Track Program for Adults includes an innovative general education curriculum that centers on critical thinking, research, writing, and skills. Interdisciplinary Senior Seminars provide a broad background in the humanities, social sciences, and natural sciences, while the capstone Senior Thesis sequence allows students to demonstrate mastery of a topic. These general education requirements are available in the eight-week format.

Students will not be admitted into the Business BPS major after Fall 2016.

**Standards**

These quantitative requirements apply to degrees in the College of Professional Studies:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University.
- Students must have a grade point average of 2.0 or higher to graduate.

**Requirements**

**Business Core Requirements**

- All freshman/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 functional area.
- MGMT 380 BUSINESS POLICY AND STRATEGY 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 specifically required by the major.

**Freshman/Sophomore Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Functional Area**

Select one functional area from the following: Accounting; Finance; Hospitality & Tourism Management; Human Resource Management; Management; Marketing; Organizational Leadership; Paralegal Studies; Social Entrepreneurship; Sustainability Studies

**International Perspective**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 337</td>
<td>INTERNATIONAL ACCOUNTING</td>
</tr>
<tr>
<td>FIN 354</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
</tr>
<tr>
<td>MGMT 360</td>
<td>SURVEY OF INTERNATIONAL BUSINESS</td>
</tr>
</tbody>
</table>
Criminal Justice, BACJ

The Bachelor of Arts in Criminal Justice prepares students to become criminal justice professionals.

Courses in the Criminal Justice major cover contemporary issues facing decision makers in the American criminal justice system. Students learn how a society maintains social control while protecting individual rights, and how the Constitution applies to everyday life. Students discuss what causes criminal behavior and what makes effective crime policy. They learn how justice systems deter, control, and punish crime, and they understand the role of police, prosecutors, courts, defense attorneys, juries, and prisons in criminal justice outcomes.

The Criminal Justice major is divided into three components: a lower division 18-hour core that covers fundamentals and is consistent with Illinois Articulation Initiative (IAI) guidelines; an upper division 18-hour core; and six hours of elective requirements. The major includes a capstone senior seminar course designed to identify and analyze real-life issues facing criminal justice agencies, as well as techniques for developing and proposing solutions to constituents.

Grade of C- or higher required in all major courses.

Core Requirements, Lower Division (meets IAI guidelines)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJE 200</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE (IAI-CRJ901)</td>
<td>3</td>
</tr>
<tr>
<td>CJE 220</td>
<td>JUVENILE JUSTICE (IAI-CRJ914)</td>
<td>3</td>
</tr>
<tr>
<td>CJE 230</td>
<td>INTRODUCTION TO CORRECTIONS (IAI-CRJ911)</td>
<td>3</td>
</tr>
<tr>
<td>CJE 240</td>
<td>INTRODUCTION TO CRIMINOLOGY (IAI-CRJ912)</td>
<td>3</td>
</tr>
<tr>
<td>CJE 250</td>
<td>CRIMINAL LAW (IAI-CRJ913)</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Requirements, Upper Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJE 300</td>
<td>POLICE &amp; SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CJE 305</td>
<td>RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>CJE 310</td>
<td>ETHICS IN CRIMINAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Curriculum

BPS degrees replace traditional general education courses and electives with an innovative Core Curriculum, consisting of interdisciplinary seminars and a Senior Thesis research project. These seminars, designed for adult students, reduce the time required to complete degree requirements. Courses in the BPS core are designated with the PLS prefix (Professional and Liberal Studies). The BPS Core Curriculum includes:

Introductory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

Introductory Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 201</td>
<td>CRITICAL REASONING AND SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 202</td>
<td>INFORMATION LITERACY AND RESEARCH WRITING</td>
<td>3</td>
</tr>
<tr>
<td>PLS 220</td>
<td>TECHNOLOGICAL LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

Senior Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 350</td>
<td>SOCIAL SCIENCES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 351</td>
<td>SOCIAL SCIENCES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 360</td>
<td>NATURAL SCIENCES SEMINAR I</td>
<td>3</td>
</tr>
<tr>
<td>PLS 361</td>
<td>NATURAL SCIENCES SEMINAR II</td>
<td>3</td>
</tr>
<tr>
<td>PLS 370</td>
<td>HUMANITIES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 371</td>
<td>HUMANITIES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 397</td>
<td>ADVANCED RESEARCH DESIGN AND EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>PLS 398</td>
<td>SENIOR THESIS</td>
<td>3</td>
</tr>
</tbody>
</table>

University Writing Requirement

Roosevelt University Assessment placement test to determine if additional courses are required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

120

Core Curriculum

BPS degrees replace traditional general education courses and electives with an innovative Core Curriculum, consisting of interdisciplinary seminars and a Senior Thesis research project. These seminars, designed for adult students, reduce the time required to complete degree requirements. Courses in the BPS core are designated with the PLS prefix (Professional and Liberal Studies). The BPS Core Curriculum includes:

Introductory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

Introductory Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 201</td>
<td>CRITICAL REASONING AND SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 202</td>
<td>INFORMATION LITERACY AND RESEARCH WRITING</td>
<td>3</td>
</tr>
<tr>
<td>PLS 220</td>
<td>TECHNOLOGICAL LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

Senior Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 350</td>
<td>SOCIAL SCIENCES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 351</td>
<td>SOCIAL SCIENCES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 360</td>
<td>NATURAL SCIENCES SEMINAR I</td>
<td>3</td>
</tr>
<tr>
<td>PLS 361</td>
<td>NATURAL SCIENCES SEMINAR II</td>
<td>3</td>
</tr>
<tr>
<td>PLS 370</td>
<td>HUMANITIES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 371</td>
<td>HUMANITIES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 397</td>
<td>ADVANCED RESEARCH DESIGN AND EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>PLS 398</td>
<td>SENIOR THESIS</td>
<td>3</td>
</tr>
</tbody>
</table>

University Writing Requirement

Roosevelt University Assessment placement test to determine if additional courses are required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

42

1 Grade of C- or better required
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJL 330</td>
<td>CRIMINAL JUSTICE &amp; THE CONSTITUTION</td>
<td>3</td>
</tr>
<tr>
<td>CJL 355</td>
<td>CRIME IN AMERICA</td>
<td>3</td>
</tr>
<tr>
<td>CJL 390</td>
<td>SENIOR SEMINAR</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select two of the following: 6

- CJL 331 VICTIMOLOGY
- CJL 332 SERIAL AND MASS MURDER
- CJL 360 COMMUNITY-BASED CORRECTIONS
- CJL 365 WHITE COLLAR CRIME
- CJL 381 DEATH PENALTY IN AMERICA
- CJL 382 CRIMINAL INVESTIGATION
- CJL 389 SPECIAL TOPICS

**Other Requirements**

Functional area: Related courses in a discipline or interdisciplinary area selected in consultation with an advisor 18

**General Education**

Additional courses must be selected from any area to complete the 120 hour degree requirement 63

**Total Credit Hours** 120

### General Education Requirements

**Academic Communities of Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR (required for students who enter RU with fewer than 12 credit hours)</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

**English Composition (minimum grade of C- required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

**Humanities**

Select nine credit hours total required from the following subject areas: 9

- African-American Studies
- Art History
- English (excluding 101 and 102)
- History
- Languages
- Music
- Philosophy
- Theatre
- Speech
- Women's and Gender Studies

**Mathematics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Natural Sciences**

Select nine credit hours of the following: 9

- Astronomy
- Biology
- Chemistry
- Earth Science
- Environmental Science
- Geology
- MATH 116 FINITE MATHEMATICS (or higher)
- Physical Science
- Physics
- Sustainability

**Social Sciences**

Select nine credit hours total required from the following subject areas: 9

- African-American Studies
- Anthropology
- Economics
- History
- Journalism
- Philosophy
- Political Science
- Psychology
- Sociology
- Women's and Gender Studies

**Total Credit Hours** 45

These quantitative requirements also apply to degrees in the College of Professional Studies:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University.
- Students must have a grade point average of 2.0 or higher to graduate.

### Criminal Justice, BACJ Flex-Track Degree for Adults

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in "hybrid" mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor’s degree.

The Bachelor of Arts in Criminal Justice (BACJ) gives students the tools they need to become leaders in making our systems of social control more socially just. Across the globe, criminal justice systems are becoming more complex, and the need for thoughtful, serious leaders in the field is increasing. Roosevelt’s Criminal Justice program examines how to balance social control with individual rights. It compares the ideals of law with the realities of the streets, and studies the causes of criminal behavior and what makes effective crime policy. Students engage with questions about how to control, deter, and punish crime,
and they develop a comprehensive understanding of the role of police, prosecutors, courts, defense attorneys, juries, jails and prisons in creating our modern criminal justice system.

**Standards**

These quantitative requirements also apply to degrees in the College of Professional Studies:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University.
- Students must have a grade point average of 2.0 or higher to graduate.

**Requirements**

The major is divided into two components: a lower division 15-hour core that serves as a basis for the fundamentals of criminal justice and is consistent with Illinois Articulation Initiative (IAI) guidelines; an upper division 15-hour core requirement. 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.

Grade of C- or higher required in all major courses.

**Core Requirements, Lower Division (meets IAI guidelines)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJL 200</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>CJL 220</td>
<td>JUVENILE JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>CJL 230</td>
<td>INTRODUCTION TO CORRECTIONS</td>
<td>3</td>
</tr>
<tr>
<td>CJL 240</td>
<td>INTRODUCTION TO CRIMINOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>CJL 250</td>
<td>CRIMINAL LAW</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirements, Upper Division**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJL 300</td>
<td>POLICE &amp; SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>CJL 305</td>
<td>RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>CJL 310</td>
<td>ETHICS IN CRIMINAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>CJL 330</td>
<td>CRIMINAL JUSTICE &amp; THE CONSTITUTION</td>
<td>3</td>
</tr>
<tr>
<td>CJL 355</td>
<td>CRIME IN AMERICA</td>
<td>3</td>
</tr>
</tbody>
</table>

**Functional Area**

Related courses in a discipline or interdisciplinary area selected in consultation with an advisor 18

**General Education, University Writing Requirement, and Electives**

Courses to total 120 72

Total Credit Hours 120

**General Education Requirements**

**Introductory**

General Education Courses: PLS 201 CRITICAL REASONING AND SKILLS 3

PLS 202 INFORMATION LITERACY AND RESEARCH WRITING 3

PLS 220 TECHNOLOGICAL LITERACY 3

Mathematics: MATH 110 QUANTITATIVE LITERACY (or higher) 3

**Other Requirements**

**General education (University Writing Requirement):**

ENG 101 COMPOSITION I: CRITICAL READING & WRITING 3

ENG 102 COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH 3

**General Electives:**

Select additional courses from any area to complete the 120-hour degree requirement

**Upper Level General Education Seminars:**

PLS 350 SOCIAL SCIENCES SEMINAR I: CRITICAL SKILLS 3

PLS 351 SOCIAL SCIENCES SEMINAR II: SPECIAL TOPICS 3

PLS 360 NATURAL SCIENCES SEMINAR I 3

PLS 361 NATURAL SCIENCES SEMINAR II 3

PLS 370 HUMANITIES SEMINAR I: CRITICAL SKILLS 3

PLS 371 HUMANITIES SEMINAR II: SPECIAL TOPICS 3

PLS 397 ADVANCED RESEARCH DESIGN AND EVALUATION 3

PLS 398 SENIOR THESIS 3

Total Credit Hours 42

**Criminal Justice, Minor**

Students majoring in other subjects can minor in Criminal Justice. Courses in the minor explore how societies balance social control and individual rights and how legal systems are practiced in everyday life. Students discuss what causes criminal behavior and what makes effective crime policy. They learn about systems for controlling, deterring and punishing crime, and they examine the role of police, prosecutors, courts, defense attorneys, juries, jails, and prisons in creating the modern criminal justice system.

**Requirements**

- 18 credits in Criminal Justice courses, including 12 credits required at Roosevelt
- Grade of C- or higher in all CJL courses.

**Core**

CJL 200 INTRODUCTION TO CRIMINAL JUSTICE 3

**Electives**

Three Criminal Justice electives at the 300-level 9

Two Criminal Justice electives at the 200-level or higher 6

Total Credit Hours 18
Data Analytics Minor

Students majoring in other subjects can minor in Data Analytics. Students graduating with a minor in Data Analytics will be well positioned to be leaders within their industry, as analytical ability is an in-demand skill set for employers.

Program objectives: The analysis of data underlies the thoughtful implementation of strategy in a number of diverse fields. The ability to convert data into actionable knowledge is a requisite skill for advancing solutions and strategy. Insight and appropriate data varies across fields of endeavor and students must be able to identify, evaluate, normalize and ethically use data to support their causes. Use of readily available data, as opposed to trawling or mining for data, is central to the program’s purpose.

Competencies of the program:

- Analyze data to project trends and identify how the organization is responding to the environment and which of the trends may impact organizational needs and futures.
- Turn information and data into actionable knowledge via analysis and contextualization.
- Use statistical methods to problem-solve.
- Use data ethically.
- Identify relevant data sets in various organizational contexts.
- Develop an understanding of information systems.
- Integrate data use into day to day organizational operations.
- Effectively communicate using data.

Requirements for Data Analytics DATA

Grade of C or higher

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA 310</td>
<td>INTRODUCTION TO STATISTICAL TERMINOLOGY AND METHODS</td>
<td>3</td>
</tr>
<tr>
<td>DATA 335</td>
<td>STATISTICS FOR PROBLEM SOLVING</td>
<td>3</td>
</tr>
<tr>
<td>DATA 350</td>
<td>FINDING DATA SETS</td>
<td>3</td>
</tr>
<tr>
<td>DATA 375</td>
<td>DATA INTEGRATION &amp; PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>DATA 380</td>
<td>ACTIONABLE KNOWLEDGE</td>
<td>3</td>
</tr>
<tr>
<td>DATA 387</td>
<td>DATA VISUALIZATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 18

Hospitality and Tourism Management, BSHTM

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, the School offers an undergraduate program and the first graduate program in Illinois preparing students for management and leadership careers in the hospitality and tourism industry.

Roosevelt’s Hospitality program prepares students in the following concentration areas: lodging management; food and beverage management; meeting, events and exhibition management; sports management; and tourism administration. Other subject areas include 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 skills, all of which 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, destination marketing and tourism offices 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 Bachelor of Science in Hospitality and Tourism Management (BSHTM)

The BSHTM is a 120-credit hour undergraduate degree program designed for students of any age who want to pursue a career in hospitality. The program requires successful completion of 54 credit hours of study in hospitality management courses; the University’s general education course requirements in humanities, social sciences, and natural sciences; and 30 credit hours of elective courses.

All Hospitality majors are advised by the department and can develop close, mentoring relationships with our faculty from their first semester at Roosevelt.

Freshmen

Traditional-aged freshmen enroll in Hospitality major courses from the first semester so there is no delay in developing a connection to the major field, area of focus, and chosen career path.

Transfer Students

The BSHTM degree allows for transfer credits from community college Hospitality programs as well as transfer from other programs and majors. Except for HOSM 290 METHODS & RESEARCH IN HOSPITALITY MANAGEMENT, which must be completed at Roosevelt University, 200-level background hospitality courses may be completed either at Roosevelt or through acceptable transfer work from an approved community college.

Credit for Prior Learning or Experiential Learning

Students in the BSHTM may apply for assessment of life experience and for the concomitant academic credit within the hospitality and tourism management program. Before credit for prior or experiential learning is officially awarded, students must complete 12 credit hours at Roosevelt University. The total number of credits awarded through portfolio assessment is limited.

Request Further Information

To receive further information about the Bachelor of Science in Hospitality & Tourism Management, please contact Donna DeMille,
Hospitality and Tourism Management, BSHTM

demille@roosevelt.edu, assistant director, School of Hospitality and Tourism Management.

Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 200</td>
<td>FINANCIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td></td>
</tr>
<tr>
<td>HOSM 201</td>
<td>INTRODUCTION TO THE HOSPITALITY INDUSTRY</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 210</td>
<td>FRONT OFFICE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>or HOSM 231</td>
<td>INTRODUCTION TO MEETING AND EVENT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>HOSM 230</td>
<td>FOOD AND BEVERAGE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 275</td>
<td>HOSPITALITY LAW</td>
<td>3</td>
</tr>
<tr>
<td>or BLAW 201</td>
<td>BUSINESS LAW I</td>
<td></td>
</tr>
<tr>
<td>HOSM 290</td>
<td>METHODS &amp; RESEARCH IN HOSPITALITY MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 300</td>
<td>MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 311</td>
<td>ORGANIZATIONAL DEVELOPMENT FOR HOSPITALITY</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 350</td>
<td>ADVANCED MARKETING FOR THE HOSPITALITY INDUSTRY</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 399</td>
<td>HOSPITALITY MANAGEMENT SENIOR PROJECT</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select eight 300-level HOSM electives: recommend one concentration from list below 24

General Education Requirements for the BSHTM

Mathematics proficiency equivalent to MATH 095 by course completion or Roosevelt placement

Select three courses in Humanities 9
Select three courses in Natural Sciences 9
Select three courses in Social Sciences 9

CST 100 | ESSENTIAL COMPUTER SKILLS (or proficiency credit)                     | 3       |
ENG 101 | COMPOSITION I: CRITICAL READING & WRITING                              | 3       |
ENG 102 | COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH                     | 3       |

General Education, University Writing Requirement, and Electives

Courses to total 120 30

Total Credit Hours 120

1 Minimum acceptable grade is C-

Other Requirements for the BSHTM Degree

- 200-level courses: At least 60 credit hours must be completed in courses at the 200 level or above.
- 300-level courses: A minimum of 15 credit hours of 300-level hospitality management course work must be completed at Roosevelt University.
- Minimum grades in the major sequence: The core courses, HOSM 300 MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY,
  HOSM 311 ORGANIZATIONAL DEVELOPMENT FOR HOSPITALITY, HOSM 350 ADVANCED MARKETING FOR THE HOSPITALITY INDUSTRY, and HOSM 399 HOSPITALITY MANAGEMENT SENIOR PROJECT, must be passed with grades of C or higher. Two D grades are allowed in the remainder of the major sequence.
- Minimum acceptable grade point average of classes taken at Roosevelt University is 2.0.
- Completion of the University Writing Requirement is based on the Roosevelt University Assessment placement test.

Hotel/Lodging Management Concentration

Requirements

Nine (9) credit hours; see list below; plus prerequisite HOSM 210 FRONT OFFICE MANAGEMENT.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 302</td>
<td>HOTEL OPERATIONS</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 303</td>
<td>HOTEL DEVELOPMENT AND OPENING</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 304</td>
<td>FACILITIES MANAGEMENT &amp; ENGINEERING</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Meeting and Event Management Concentration

Requirements

Nine (9) credit hours; see list below; plus, prerequisite HOSM 231 INTRODUCTION TO MEETING AND EVENT MANAGEMENT.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 315</td>
<td>APPLICATIONS &amp; TECHNIQUES OF MEETING &amp; EVENT MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 317</td>
<td>ISSUES &amp; TRENDS IN MEETING &amp; EVENT MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 319</td>
<td>HOSPITALITY FACILITIES MARKETING, SALES, AND SERVICE</td>
<td></td>
</tr>
<tr>
<td>HOSM 323</td>
<td>EXHIBITION MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>HOSM 324</td>
<td>SPECIAL EVENTS</td>
<td></td>
</tr>
<tr>
<td>HOSM 329</td>
<td>DESTINATION CHICAGO: MANAGING GROUP TOURS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Restaurant/Food Service Management Concentration

Requirements

Nine (9) credit hours required; see list below; plus, prerequisite HOSM 230 FOOD AND BEVERAGE MANAGEMENT.*

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 330</td>
<td>FOOD &amp; BEVERAGE CONTROLS</td>
<td></td>
</tr>
<tr>
<td>HOSM 335</td>
<td>RESTAURANT/FOOD SERVICE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>HOSM 337</td>
<td>WINE, LIQUORS, AND BEVERAGE MANAGEMENT (Must be 21 yo to enroll)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Sports Hospitality Concentration

The courses comprising the Sports Hospitality Concentration have been developed in response to the needs of sports organizations for trained personnel to assist in fan services and marketing. Hospitality students
have the customer service orientation that equips them to work with the myriad fan-oriented activities undertaken by organized sports.

Requirements
Nine (9) credit hours required; see list below.*

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 351</td>
<td>INTRODUCTION TO SPORTS AS A BUSINESS ENTERPRISE</td>
</tr>
<tr>
<td>HOSM 353</td>
<td>SPORTS MARKETING</td>
</tr>
<tr>
<td>HOSM 355</td>
<td>SPORTS COMMUNICATIONS, MEDIA ISSUES, &amp; PUBLIC RELATIONS</td>
</tr>
<tr>
<td>HOSM 357</td>
<td>SPORTS COMMUNICATIONS RELATIONS &amp; FAN DEVELOPMENT</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Tourism Administration Concentration
Requirements
Nine (9) credit hours required; see list below; plus, prerequisite HOSM 201 INTRODUCTION TO THE HOSPITALITY INDUSTRY.*

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 321</td>
<td>MANAGING TOURISM, FESTS, EVENTS, &amp; MORE</td>
</tr>
<tr>
<td>HOSM 325</td>
<td>INTERNATIONAL TOURISM</td>
</tr>
<tr>
<td>HOSM 326</td>
<td>URBAN TOURISM ADMINISTRATION</td>
</tr>
<tr>
<td>HOSM 328</td>
<td>DESTINATION MARKETING</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

BSHTM to MSHTM Transitions Program
A Roosevelt University Hospitality and Tourism Management student who has completed his/her RU residency of 30 credit hours, has completed 90 credit hours of degree applicable credit, and has a 3.0 overall GPA, may apply for the HOSM Graduate Transitions Program. If accepted, the student will be allowed to enroll in up to two graduate HOSM courses in consultation with the Graduate Advisor; and, satisfactory completion of the courses with a minimum of 3.0 average will be allowed to count as credits applicable to his/her undergraduate 120 credit hour degree requirement. In addition, the student will be allowed to also apply the RU graduate credits to the 30 credit hours of HOSM 400-level credit required for the Master of Science in Hospitality and Tourism Management. Additionally, the student will not be required to enroll in undergraduate pre-requisite HOSM courses, though s/he may elect to add certain undergraduate pre-requisites to his/her program of study.

* No transfer credit allowed. Minimum grade of C in all classes to qualify. No waivers or substitutions.

Hospitality and Tourism Management, Minor

CATALOG: Hospitality and Tourism Management

A minor in Hospitality and Tourism Management is available to non-Hospitality majors only such as Business or Integrated Marketing Communication. Any major that can accommodate the requirements is welcome to declare this minor.

Students interested in this minor should consult with the School of Hospitality & Tourism Management regarding the rotation of classes. It typically takes three semesters to complete this sequence.

Requirements
Students may complete a minor by taking 18 credit 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.

All courses must be passed with grades of C or higher. These courses include:

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 201</td>
<td>INTRODUCTION TO THE HOSPITALITY INDUSTRY</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 275</td>
<td>HOSPITALITY LAW</td>
<td>3</td>
</tr>
<tr>
<td>or BLAW 201</td>
<td>BUSINESS LAW I</td>
<td></td>
</tr>
<tr>
<td>HOSM 300</td>
<td>MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Three 300-level hospitality and tourism management electives 9

Total Credit Hours 18

Interdisciplinary Studies, BAIS Flex-Track Degree for Adults

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in “hybrid” mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor’s degree.

The Bachelor of Arts in Interdisciplinary Studies is a Flex-Track degree that gives students the opportunity to create an academic program tailored to their specific interests. Working with an advisor and with the approval of the assistant dean of the College of Professional Studies, students may choose up to four academic areas in which to complete 48 credit hours of coursework. Careful selection of academic areas will allow students to craft a program of study that fits their long-term career goals.

Requirements

• The Interdisciplinary Studies 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.

• The major program consists of a minimum of 48 credit hours.

• At least 33 credit hours must be at the 200 level and above; of these, at least 15 credit hours must be at the 300 level, of which nine credit hours must be at Roosevelt.

• Courses in an interdisciplinary program will be taken from at least two but no more than four academic areas.

• Grades of C- or higher required in all major courses.

Core
Meetings and Events Management, Minor

A minor in Meetings and Events Management is available to non-Hospitality majors only, such as Business or Integrated Marketing Communication. Meeting and event management professionals are often found in public relations, marketing, education, membership and fundraising departments. Any major that can accommodate the requirements below is welcome to declare this minor.

Students interested in this minor should consult with the School of Hospitality & Tourism Management regarding the rotation of classes. It typically takes three semesters to complete this sequence.

Requirements

Six courses (18 credit hours) are required for the minor in Meeting & Events Management per the list below. Transfer students must complete at least four of these courses (12 credit hours) at Roosevelt.

Prerequisite

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 201</td>
<td>INTRODUCTION TO THE HOSPITALITY INDUSTRY (Prerequisite course. Can be waived.)</td>
<td></td>
</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 231</td>
<td>INTRODUCTION TO MEETING AND EVENT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>HOSM 315</td>
<td>APPLICATIONS &amp; TECHNIQUES OF MEETING &amp; EVENT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>HOSM 317</td>
<td>ISSUES &amp; TRENDS IN MEETING &amp; EVENT MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

Electives (choose 3)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 319</td>
<td>HOSPITALITY FACILITIES MARKETING, SALES, AND SERVICE</td>
<td></td>
</tr>
<tr>
<td>HOSM 323</td>
<td>EXHIBITION MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>HOSM 324</td>
<td>SPECIAL EVENTS</td>
<td></td>
</tr>
<tr>
<td>HOSM 328</td>
<td>DESTINATION MARKETING</td>
<td></td>
</tr>
<tr>
<td>HOSM 329</td>
<td>DESTINATION CHICAGO: MANAGING GROUP TOURS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours

18

Organizational Communication, BAOC

Flex-Track Degree for Adults

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in “hybrid” mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor’s degree.

The Bachelor of Arts in Organizational Communication is a Flex-Track degree that examines the complex communication behavior that occurs in both large and small organizations, with an emphasis on virtual communication. Coursework centers on analyzing organizations and making recommendations for improvements using different types and levels of communication. Students will learn how to proactively create sound decision processes and to develop a supporting coalition for those decisions. They will also create metrics to demonstrate decision-making effectiveness, particularly around communication. The interdisciplinary approach in this degree prepares students to understand and contribute to the infrastructure that drives organizational success.
Standards
These quantitative requirements also apply to degrees in the College of Professional Studies:

• Students may apply no more than 60 credit hours of 100-level courses toward the degree.
• Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
• Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
• Students may transfer in no more than 66 credit hours from community colleges.
• Students must take their final 30 hours at Roosevelt University.
• Students must have a grade point average of 2.0 or higher to graduate.

Requirements
Grade of C or higher required in all OLED courses.

Core
OLED 310 MEDIA OUTLETS: THEORY & PRACTICE 3
OLED 320 INTRODUCTION TO ORGANIZATIONAL COMMUNICATIONS 3
OLED 325 ORGANIZATIONAL COMMUNICATIONS II 3
OLED 340 PERSUASION & PRESENTATION SKILLS 3
OLED 342 MEDIA WRITING: TELLING THE BIG STORY 3
OLED 352 COMMUNICATION MEASUREMENT: MYTHOLOGY AND THE MEDIA 3
OLED 359 EVALUATION AND USES OF NEW COMMUNICATION MEDIA 3
OLED 385 SOCIAL MEDIA STRATEGIES 3
Select two of the following: 6
OLED 330 FOUNDATIONS OF ORGANIZATIONAL LEADERSHIP
OLED 335 ORGANIZATIONAL CHANGE
OLED 350 GROUP DYNAMICS & FACILITATION
OLED 360 EVIDENCE-BASED DECISION MAKING
OLED 365 SOCIAL JUSTICE & DIVERSITY
OLED 368 ORGANIZATION BEHAVIOR
OLED 370 LEADERSHIP DEVELOPMENT
OLED 372 ORGANIZATION DEVELOPMENT
OLED 375 CONFLICT & NEGOTIATION
OLED 378 POWER & INFLUENCE
OLED 380 STRATEGY, VISION, & PLANNING
OLED 382 SPECIAL TOPICS

Functional Area or Minor
Related courses in a discipline or interdisciplinary area 18
selected in consultation with an advisor

General Education, University Writing Requirement, and Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>PLS 350</td>
<td>SOCIAL SCIENCES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 351</td>
<td>SOCIAL SCIENCES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 360</td>
<td>NATURAL SCIENCES SEMINAR I</td>
<td>3</td>
</tr>
<tr>
<td>PLS 361</td>
<td>NATURAL SCIENCES SEMINAR II</td>
<td>3</td>
</tr>
<tr>
<td>PLS 370</td>
<td>HUMANITIES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 371</td>
<td>HUMANITIES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 397</td>
<td>ADVANCED RESEARCH DESIGN AND EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>PLS 398</td>
<td>SENIOR THESIS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 42

The Transitions Program is designed for Organizational Leadership or Organizational Communication majors who are planning to immediately continue on to graduate school at Roosevelt University in the Master of Arts in Training and Development or Master of Public Administration programs. The Transitions Program allows students to apply three cross-listed graduate-level courses towards both their undergraduate degree and their graduate degree. Students must apply to the Transitions program after their third OLED course and maintain a minimum grade point average of 3.0. Students applying to the M.A. in Training and Development program must write a personal goal statement; students applying to the Master’s in Public Administration program must write an essay per the direction of the program director. Students must be accepted into the Transitions program and obtain permission from the program director of Training and Development or Public Administration prior to enrolling in the cross-listed courses. At the conclusion of the Organizational Leadership bachelor’s degree, students are required to formally apply to the Training and Development program or the Public Administration program.
Organizational Leadership, BAOL Flex-Track Degree for Adults

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in “hybrid” mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor’s degree.

The Bachelor of Arts in Organizational Leadership is a Flex-Track degree that provides a cutting-edge, multi-disciplinary approach to leadership issues. OLED courses bring together the latest research in management science, humanities, social sciences, communication arts, technology and ethics.

Students who successfully complete the program will possess an understanding of themselves, others, and their organizations and will be able to identify a personal organizational leadership style that fits within those contexts. They will also be able to identify necessary organizational leadership skills in given situations and prepare a plan of action for improving organizational capabilities. Students will develop the ability to think critically about decisions in a manner that is socially responsible and responsive to the needs of the organization.

An Organizational Leadership degree 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.

Standards

These quantitative requirements apply to degrees in the College of Professional Studies:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University.
- Students must have a grade point average of 2.0 or higher to graduate

Requirements

Grade of C or higher required in all OLED courses.

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLED 320</td>
<td>INTRODUCTION TO ORGANIZATIONAL COMMUNICATIONS 1</td>
<td>3</td>
</tr>
<tr>
<td>OLED 325</td>
<td>ORGANIZATIONAL COMMUNICATIONS II 1</td>
<td>3</td>
</tr>
<tr>
<td>OLED 330</td>
<td>FOUNDATIONS OF ORGANIZATIONAL LEADERSHIP 1</td>
<td>3</td>
</tr>
<tr>
<td>OLED 335</td>
<td>ORGANIZATIONAL CHANGE 1</td>
<td>3</td>
</tr>
<tr>
<td>OLED 350</td>
<td>GROUP DYNAMICS &amp; FACILITATION 1</td>
<td>3</td>
</tr>
<tr>
<td>OLED 365</td>
<td>SOCIAL JUSTICE &amp; DIVERSITY 1</td>
<td>3</td>
</tr>
<tr>
<td>OLED 370</td>
<td>LEADERSHIP DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>OLED 380</td>
<td>STRATEGY, VISION, &amp; PLANNING 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLED 310</td>
<td>MEDIA OUTLETS: THEORY &amp; PRACTICE</td>
<td></td>
</tr>
<tr>
<td>OLED 340</td>
<td>PERSUASION &amp; PRESENTATION SKILLS</td>
<td></td>
</tr>
<tr>
<td>OLED 342</td>
<td>MEDIA WRITING: TELLING THE BIG STORY</td>
<td></td>
</tr>
<tr>
<td>OLED 352</td>
<td>COMMUNICATION MEASUREMENT: MYTHOLOGY AND THE MEDIA</td>
<td></td>
</tr>
<tr>
<td>OLED 359</td>
<td>EVALUATION AND USES OF NEW COMMUNICATION MEDIA</td>
<td></td>
</tr>
<tr>
<td>OLED 360</td>
<td>EVIDENCE-BASED DECISION MAKING</td>
<td></td>
</tr>
<tr>
<td>OLED 368</td>
<td>ORGANIZATION BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>OLED 372</td>
<td>ORGANIZATION DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>OLED 375</td>
<td>CONFLICT &amp; NEGOTIATION</td>
<td></td>
</tr>
<tr>
<td>OLED 378</td>
<td>POWER &amp; INFLUENCE</td>
<td></td>
</tr>
<tr>
<td>OLED 382</td>
<td>SPECIAL TOPICS</td>
<td></td>
</tr>
<tr>
<td>OLED 385</td>
<td>SOCIAL MEDIA STRATEGIES</td>
<td></td>
</tr>
<tr>
<td>OLED 388</td>
<td>ENTREPRENEURIAL LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>OLED 389</td>
<td>FINANCIAL ISSUES FOR LEADERS</td>
<td></td>
</tr>
</tbody>
</table>

Functional area or minor

Related course in a discipline or interdisciplinary area selected in consultation with an advisor 18

General Education, University Writing Requirement, and Electives

Courses to total 120 72

Total Credit Hours 120

1 Students who complete these six courses earn a minor in Organizational Leadership.

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 201</td>
<td>CRITICAL REASONING AND SKILLS</td>
<td>3</td>
</tr>
</tbody>
</table>
PLS 202 INFORMATION LITERACY AND RESEARCH WRITING 3
PLS 220 TECHNOLOGICAL LITERACY 3
Mathematics:
MATH 110 QUANTITATIVE LITERACY (or higher) 3
Other Requirements
General education (University Writing Requirement):
ENG 101 COMPOSITION I: CRITICAL READING & WRITING 3
ENG 102 COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH 3
General Electives:
Select additional courses from any area to complete the 120-hour degree requirement
Upper Level General Education Seminars:
PLS 350 SOCIAL SCIENCES SEMINAR I: CRITICAL SKILLS 3
PLS 351 SOCIAL SCIENCES SEMINAR II: SPECIAL TOPICS 3
PLS 360 NATURAL SCIENCES SEMINAR I 3
PLS 361 NATURAL SCIENCES SEMINAR II 3
PLS 370 HUMANITIES SEMINAR I: CRITICAL SKILLS 3
PLS 371 HUMANITIES SEMINAR II: SPECIAL TOPICS 3
PLS 397 ADVANCED RESEARCH DESIGN AND EVALUATION 3
PLS 398 SENIOR THESIS 3
Total Credit Hours 42

Transitions Program
The Transitions Program is designed for Organizational Leadership or Organizational Communication majors who are planning to immediately continue on to graduate school at Roosevelt University in the Master of Arts in Training and Development or Master of Public Administration programs. The Transitions Program allows students to apply three cross-listed graduate-level courses toward both their undergraduate degree and their graduate degree. Students must apply to the Transitions Program after their third OLED course and maintain a minimum grade point average of 3.0.

Students applying to the MA in Training and Development program must write a personal goal statement; students applying to the Master's in Public Administration program must write an essay per the direction of the program director. Students must be accepted into the Transitions program and obtain permission from the program director of Training and Development or Public Administration prior to enrolling in the cross-listed courses. At the conclusion of the Organizational Leadership bachelor’s degree, students are required to formally apply to the Training and Development program or the Public Administration program.

- TRDV 423 TEAM BUILDING AND LEADERSHIP will be taken in place of OLED 350 GROUP DYNAMICS & FACILITATION
- TRDV 428 WORKPLACE DIVERSITY will be taken in place of OLED 365 SOCIAL JUSTICE & DIVERSITY
- TRDV 435 ORGANIZATION DEVELOPMENT will be taken in place of OLED 372 ORGANIZATION DEVELOPMENT

Organizational Leadership, Minor
A minor in Organizational Leadership can be earned by students who complete the following courses:

Requirements
Grade of C or higher required in all OLED courses.

Core
OLED 320 INTRODUCTION TO ORGANIZATIONAL COMMUNICATIONS 3
OLED 325 ORGANIZATIONAL COMMUNICATIONS II 3
OLED 330 FOUNDATIONS OF ORGANIZATIONAL LEADERSHIP 3
OLED 335 ORGANIZATIONAL CHANGE 3
OLED 365 SOCIAL JUSTICE & DIVERSITY 3
OLED 380 STRATEGY, VISION, & PLANNING 3
Total Credit Hours 18

Paralegal Studies Minor
Overview
The Paralegal Studies minor allows students to learn about the field of law as part of their undergraduate studies. The curriculum, which stresses critical thinking and includes practical training in legal concepts, is applicable to almost any discipline. The minor will also help students be better prepared for the rigorous first year of law school. The Paralegal Studies minor is not intended to prepare students to work as paralegals and is not an American Bar Association-approved program option.

Students who wish to pursue a paralegal certificate from the American Bar Association-approved Paralegal Studies Program should contact the Paralegal Studies Program director for information on the additional requirements.

Learning Outcomes
Students will be able to demonstrate knowledge of the fundamentals of a variety of substantive areas of law. Students will know how to conduct legal research both manually in a law library as well as online using Lexis and Westlaw. Students will have basic knowledge of legal terminology and procedures and be able to draft basic legal documents.

Faculty
Paralegal Studies courses are taught by legal professionals, including adjunct instructors and one full-time faculty member. The faculty have many years of experience in their field and in teaching for the paralegal program. They include practicing attorneys and a Cook County Circuit Court Judge.
Prerequisites

Students must have completed 60 credit hours of course work prior to enrolling in the 300-level paralegal studies minor courses. It is recommended that students have a 2.5 or higher grade point average prior to enrolling in the 300-level paralegal studies minor courses. There are no prerequisites for PARA 101. Students will be allowed to transfer in a maximum of six semester hours from other institutions. All courses for the minor must be completed with a grade of C or better.

Requirements

Six courses (18 credit hours) are required for the Paralegal Studies minor. Students must take six of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARA 101</td>
<td>INTRODUCTION TO LAW</td>
</tr>
<tr>
<td>PARA 301</td>
<td>ETHICS &amp; PROFESSIONALISM</td>
</tr>
<tr>
<td>PARA 302</td>
<td>LEGAL RESEARCH</td>
</tr>
<tr>
<td>PARA 303</td>
<td>CIVIL LAW</td>
</tr>
<tr>
<td>PARA 304</td>
<td>PRE-TRIAL LITIGATION</td>
</tr>
<tr>
<td>PARA 305</td>
<td>COMMERCIAL LAW</td>
</tr>
<tr>
<td>PARA 325</td>
<td>LEGAL WRITING</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Paralegal Studies, BAPL

Program Description

The Bachelor of Arts in Paralegal Studies is an interdisciplinary program that combines a liberal arts/general education background with law-related specialty courses that provide students with communication, critical thinking and analytical skills. The Paralegal Studies Program has been approved by the American Bar Association since 1976, and offers courses which provide training in legal terminology, procedures and a variety of legal practice areas giving students a solid foundation with which to begin their career. This program is designed for students who wish to pursue a career as a paralegal or other related positions in the legal field and is also an excellent choice for students interested in attending law school. Upon successful completion of their degree requirements, students earn both their Bachelor of Arts degree and a Paralegal Certificate.

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

Program Goals

The goals of the Paralegal Studies Program are for its students to:

1. Understand the basic concepts of substantive and procedural law including the operation of the legal system and the theory of law
2. Be able to work competently as a paralegal under the supervision of an attorney

3. Understand the ethical obligations of a paralegal

Curriculum

The program surveys paralegal employers, current students, and graduates on a regular basis to receive their insights on the curriculum and the needs of the legal community. The program also receives guidance from its board of advisors, composed of leading educators and members of the legal community. Students will know legal terminology, concepts and procedures and will gain skills to draft a variety of legal documents. Students learn how to conduct legal research, both manually and online using Lexis and Westlaw (commonly used legal databases). They will learn, through hands-on training in a computer lab, litigation support and e-discovery applications. Students will also be better prepared for the rigors of law school and will participate in an internship course as part of their curriculum.

Admission

Students may begin taking Paralegal Studies courses after completing 60 credit hours of coursework, with the exception of PARA 101 INTRODUCTION TO LAW and PARA 301 ETHICS & PROFESSIONALISM. Students must take PARA 101 INTRODUCTION TO LAW in their freshman year. Students may take PARA 301 ETHICS & PROFESSIONALISM in their sophomore year if they have completed the University Writing Requirement and have a 2.5 or higher grade point average. During the semester in which students will be completing the first 60 credit hours of their degree or prior to taking PARA 301 ETHICS & PROFESSIONALISM, they must submit an application to the Paralegal Studies program. At this time, it is recommended that students have at least a 2.5 grade point average. The application is available on the program’s website https://www.roosevelt.edu/ETS/Programs/ParalegalStudies/Bachelors.aspx

Standards

- Students must complete 120 credit hours to graduate.
- Students must complete a minimum of 30 credit hours at Roosevelt and maintain a 2.0 grade point average to graduate.
- Students must successfully complete a minimum of 21 credit hours of coursework at the 300 level at Roosevelt.
- Pursuant to American Bar Association Guidelines, students must take at least 10 credit hours of legal specialty courses (PARA courses) through traditional classroom instruction. The program is not available in a fully online format.

Lambda Epsilon Chi, National Paralegal Honor Society

Roosevelt University maintains a chapter of Lambda Epsilon Chi (LEX), a national paralegal honor society founded by the American Association for Paralegal Education. Members are inducted in April and October of each year and receive a commemorative certificate and membership pin. Their names are entered into the permanent records of the Lambda Epsilon Chi national paralegal honor society.

Requirements

The major requires 30-hour of paralegal courses, including 27 credit hours of core courses and one, 3-credit hour paralegal elective course. The major includes an internship course in which students gain real-world work experience in a legal environment. Paralegal elective courses run on a rotating basis throughout the academic year determined by
market demand and student interest. Not all elective courses are offered every semester. Grades of C or higher are required in all Paralegal (PARA) courses.

**Major Requirements**

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARA 301</td>
<td>ETHICS &amp; PROFESSIONALISM</td>
<td>3</td>
</tr>
<tr>
<td>PARA 302</td>
<td>LEGAL RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>PARA 303</td>
<td>CIVIL LAW</td>
<td>3</td>
</tr>
<tr>
<td>PARA 304</td>
<td>PRE-TRIAL LITIGATION</td>
<td>3</td>
</tr>
<tr>
<td>PARA 305</td>
<td>COMMERCIAL LAW</td>
<td>3</td>
</tr>
<tr>
<td>PARA 306</td>
<td>TRIAL &amp; POST-TRIAL LITIGATION</td>
<td>3</td>
</tr>
<tr>
<td>PARA 325</td>
<td>LEGAL WRITING</td>
<td>3</td>
</tr>
<tr>
<td>PARA 329</td>
<td>LEGAL TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PARA 330</td>
<td>PARALEGAL INTERNSHIP</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives in Paralegal**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARA 309</td>
<td>REAL ESTATE</td>
<td>3</td>
</tr>
<tr>
<td>PARA 319</td>
<td>INTELLECTUAL PROPERTY</td>
<td>3</td>
</tr>
<tr>
<td>PARA 327</td>
<td>CORPORATIONS AND LLC LAW</td>
<td>3</td>
</tr>
<tr>
<td>PARA 331</td>
<td>BANKRUPTCY LAW</td>
<td>3</td>
</tr>
<tr>
<td>PARA 332</td>
<td>LABOR AND EMPLOYMENT LAW</td>
<td>3</td>
</tr>
<tr>
<td>PARA 333</td>
<td>PARALEGAL INTERNSHIP II</td>
<td>3</td>
</tr>
<tr>
<td>PARA 334</td>
<td>INTRODUCTION TO SPECIAL EDUCATION LAW</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours for the Major - 30

Complete the Core Curriculum 90

Total Credit Hours 120

**Core Curriculum**

**Introductory Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR (required for students who enter RU with fewer than 12 credit hours)</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>PARA 101</td>
<td>INTRODUCTION TO LAW</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other Requirements**

Functional Area:

Related courses in a discipline or interdisciplinary area selected in consultation with an advisor.

General Education Requirements:

Three courses in Humanities 9

Three courses in Natural Sciences 9

Three courses in Social Sciences 9

General Education Requirements (University Writing Requirement):

RU Assessment test determines if additional courses are required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

General Elective:

To be selected from any area: additional courses to complete the 120-hour requirement

Mathematics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 095</td>
<td>DEVELOPMENTAL MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 90

**Transfer of Paralegal Courses**

Students pursuing a Bachelor of Arts degree in Paralegal Studies who have completed 15 or more hours of Paralegal Studies courses from an ABA-approved paralegal program (with a grade of C or better) that are no more than 6 years old, will be required to take only 18 hours of upper-division (300-level) paralegal courses. The 18 hours of Paralegal courses will be selected in consultation with an academic advisor in the Paralegal Studies program. Credit hours earned for the Paralegal Studies courses at the previous program may transfer as general elective requirements.

**Paralegal Studies, BAPL Flex-Track Degree for Adults**

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in “hybrid” mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor’s degree.

**Program description**

The Bachelor of Arts in Paralegal Studies is an interdisciplinary program that combines a liberal arts/general education background with law-related specialty courses that provide students with communication, critical thinking, and analytical skills. The Paralegal Studies Program has been approved by the American Bar Association since 1976, and offers courses that provide training in legal terminology, procedures, and a variety of legal practice areas, giving students a solid foundation with which to begin their career. This program is designed for students who wish to pursue a career as a paralegal or other related positions in the legal field and is also an excellent choice for students interested in attending law school. Upon successful completion of their degree requirements, students earn both their Bachelor of Arts degree and a Paralegal Certificate.

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

**Program goals**

The goals of the Paralegal Studies Program are for its students to:

1. Understand the basic concepts of substantive and procedural law including the operation of the legal system and the theory of law.
2. Be able to work competently as a paralegal under the supervision of an attorney.
3. Understand the ethical obligations of a paralegal.

Curriculum
The program surveys paralegal employers, current students, and graduates on a regular basis to receive their insights on the curriculum and the needs of the legal community. The program also receives guidance from its board of advisors, composed of leading educators and members of the legal community. Students will know legal terminology, concepts, and procedures and will gain skills to draft a variety of legal documents. Students learn how to conduct legal research, both manually and online using Lexis and Westlaw (commonly used legal databases). They will learn, through hands-on training in a computer lab, litigation support and e-discovery applications. Students will also be better prepared for the rigors of law school and may participate in an internship course as part of their curriculum.

Admission
Students may begin taking Paralegal Studies courses after completing 60 credit hours of coursework, with the exception of PARA 301 ETHICS & PROFESSIONALISM. Students may take PARA 301 ETHICS & PROFESSIONALISM in their sophomore year if they have completed the University Writing Requirement and have a 2.5 or higher grade point average. During the semester in which students will be completing the first 60 credit hours of their degree or prior to taking PARA 301 ETHICS & PROFESSIONALISM, they must submit an application to the Paralegal Studies program. At this time, it is recommended that students have at least a 2.5 grade point average. The application form is available on the program’s website (https://www.roosevelt.edu/ETS/Programs/ParalegalStudies/Bachelors.aspx).

Standards
- Students must complete 120 credit hours to graduate.
- Students must complete a minimum of 30 credit hours at Roosevelt and maintain a 2.0 grade point average to graduate.
- Students must successfully complete a minimum of 21 credit hours of coursework at the 300 level at Roosevelt.
- Pursuant to American Bar Association Guidelines, students must take at least 10 credit hours of legal specialty courses (PARA courses) through traditional classroom instruction. The program is not available in a fully online format.

Lambda Epsilon Chi, National Paralegal Honor Society
Roosevelt University maintains a chapter of Lambda Epsilon Chi (LEX), a national paralegal honor society founded by the American Association for Paralegal Education. Members are inducted in April and October of each year and receive a commemorative certificate and membership pin. Their names are entered into the permanent records of the Lambda Epsilon Chi national paralegal honor society.

Requirements
The major requires 30 credit hours of paralegal courses, including 24 credit hours of core courses and two 3-credit hour paralegal elective courses. Paralegal elective courses run on a rotating basis throughout the academic year determined by market demand and student interest. Not all elective courses are offered every semester, except for the Paralegal Internship course. Grades of C or higher are required in all paralegal (PARA) courses.

Major Requirements
Core
- PARA 301 ETHICS & 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 & POST-TRIAL LITIGATION 3
- PARA 325 LEGAL WRITING 3
- PARA 329 LEGAL TECHNOLOGY 3

Electives in Paralegal
Select six hours of the following:
- PARA 309 REAL ESTATE 3
- PARA 319 INTELLECTUAL PROPERTY 3
- PARA 327 CORPORATIONS AND LLC LAW 3
- PARA 330 PARALEGAL INTERNSHIP 3
- PARA 331 BANKRUPTCY LAW 3
- PARA 332 LABOR AND EMPLOYMENT LAW 3
- PARA 333 PARALEGAL INTERNSHIP II 3
- PARA 334 INTRODUCTION TO SPECIAL EDUCATION LAW 3

Total Credit Hours for the Major - 30

Functional Area or Minor
Related courses in a discipline or interdisciplinary area selected in consultation with an advisor 18

General Education, University Writing Requirement, and Electives
Courses to total 120 72
Total Credit Hours 120

General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 201</td>
<td>CRITICAL REASONING AND SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 202</td>
<td>INFORMATION LITERACY AND RESEARCH WRITING</td>
<td>3</td>
</tr>
<tr>
<td>PLS 220</td>
<td>TECHNOLOGICAL LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Requirements

General education (University Writing Requirement):
- ENG 101 COMPOSITION I: CRITICAL READING & WRITING 3
- ENG 102 COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH 3

General Electives:
Select additional courses from any area to complete the 120-hour degree requirement

Upper Level General Education Seminars:
Transfer of Paralegal courses

Students pursuing a Bachelor of Arts degree in Paralegal Studies who have completed 15 or more hours of paralegal studies courses from an ABA-approved paralegal program (with a grade of C or better) that are no more than six years old, will be required to take only 18 hours of upper-division (300-level) paralegal courses. The 18 hours of paralegal courses will be selected in consultation with an academic advisor in the Paralegal Studies Program. Credit hours earned for the paralegal studies courses at the previous paralegal program may transfer as general elective requirements.

Psychology, BPS

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in “hybrid” mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor’s degree.

The BPS 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 BPS major in Psychology also prepares students for master’s or doctoral work in psychology, leading to careers in school counseling or social work, among others.

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

Standards

These quantitative requirements apply to degrees in the College of Professional Studies:

• Students must take their final 30 credit hours at Roosevelt University.
• Students must have a grade point average of 2.0 or higher to graduate.

Requirements

• All grades in Psychology courses must be C- or higher. Students must maintain an overall GPA of 2.0 or above for courses in the major. A minimum of 21 credit hours in psychology must be completed at Roosevelt.
• A minimum of 12 credit hours in psychology must be completed at the 300 level, of which at least 9 credit hours must be taken at Roosevelt.
• Students intending to pursue graduate school in Clinical or Counseling Psychology are advised to take PSYC 201 ABNORMAL PSYCHOLOGY and PSYC 243 THEORIES OF PERSONALITY.
• Students are required to take PSYC 200 INTRODUCTORY STATISTICS and PSYC 285 RESEARCH METHODS within the first three semesters of declaring the major.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 103</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>INTRODUCTORY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 285</td>
<td>RESEARCH METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology Electives

5 Electives in Psychology: PSYC 1XX, 2XX, or 3XX 15

Coursework from Each Area of Psychology:

Biological/Cognitive/Learning

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 306</td>
<td>EVOLUTION OF BEHAVIOR</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>FUNDAMENTALS OF BEHAVIORAL NEUROSCIENCE</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>LEARNING</td>
</tr>
<tr>
<td>PSYC 325</td>
<td>SENSATION AND PERCEPTION</td>
</tr>
<tr>
<td>PSYC 326</td>
<td>COGNITIVE PROCESSES</td>
</tr>
<tr>
<td>PSYC 336</td>
<td>BRAIN AND BEHAVIOR</td>
</tr>
<tr>
<td>PSYC 350</td>
<td>HUMAN NEUROPSYCHOLOGY</td>
</tr>
</tbody>
</table>

Social/Diversity Psychology

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 211</td>
<td>PSYCHOLOGY STUDY OF RACISM</td>
</tr>
<tr>
<td>PSYC 220</td>
<td>SOCIAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>UNDERSTANDING DIVERSITY</td>
</tr>
<tr>
<td>PSYC 345</td>
<td>PSYCHOLOGY OF WOMEN</td>
</tr>
<tr>
<td>PSYC 366</td>
<td>POVERTY &amp; THE INDIVIDUAL</td>
</tr>
</tbody>
</table>

Human Development/Individual/Differences

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 243</td>
<td>THEORIES OF PERSONALITY</td>
</tr>
<tr>
<td>PSYC 254</td>
<td>CHILDHOOD AND ADOLESCENCE</td>
</tr>
<tr>
<td>PSYC 339</td>
<td>ADULT DEVELOPMENT</td>
</tr>
<tr>
<td>PSYC 341</td>
<td>OLDER ADULTHOOD AND AGING</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>CHILDREN AND FAMILIES</td>
</tr>
</tbody>
</table>

Applied/Clinical Psychology

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 201</td>
<td>ABNORMAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 215</td>
<td>LEARNING &amp; DEVELOPMENTAL DISABILITIES</td>
</tr>
</tbody>
</table>
Strategic Management and Innovations, BASMI

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in "hybrid" mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor's degree.

The Strategic Management and Innovation program focuses on understanding how business relationships grow and develop; the program places special emphasis on the resolution of problems. Key elements of the program are data analysis, environmental assessments, tracking of trends that impact organizational needs, and management of change. Students will synthesize data around organizational conditions, human capital, and marketplaces in order to prioritize operational strategies.

Requirements for the BA in Strategic Management and Innovations:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMIN 315</td>
<td>PROJECT MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 347</td>
<td>BUDGETING AND ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 355</td>
<td>JUDGMENT &amp; CRITICAL THINKING</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 380</td>
<td>TURNAROUND</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 395</td>
<td>STRATEGY AND INNOVATION</td>
<td>3</td>
</tr>
<tr>
<td>OLED 335</td>
<td>ORGANIZATIONAL CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>OLED 360</td>
<td>EVIDENCE-BASED DECISION MAKING</td>
<td>3</td>
</tr>
<tr>
<td>OLED 365</td>
<td>SOCIAL JUSTICE &amp; DIVERSITY</td>
<td>3</td>
</tr>
<tr>
<td>OLED 372</td>
<td>ORGANIZATION DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>Select two from the following list</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>OLED 350</td>
<td>GROUP DYNAMICS &amp; FACILITATION</td>
<td>3</td>
</tr>
<tr>
<td>OLED 368</td>
<td>ORGANIZATION BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>OLED 370</td>
<td>LEADERSHIP DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>OLED 375</td>
<td>CONFLICT &amp; NEGOTIATION</td>
<td>3</td>
</tr>
<tr>
<td>OLED 378</td>
<td>POWER &amp; INFLUENCE</td>
<td>3</td>
</tr>
<tr>
<td>Functional area or minor</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Related courses in a discipline or interdisciplinary area in consultation with an advisor</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>General Education, University Writing Requirement, and Elective</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Courses to total 120</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Other requirements

- Students must be 22 years of age when they start the program
- Students must complete a minimum of 30 credit hours at Roosevelt and maintain a 2.0 grade point average to graduate.
- Students must successfully complete a minimum of 9 credit 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 major.

Total Credit Hours 120
#### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory General Education Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLS 201</td>
<td>CRITICAL REASONING AND SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 202</td>
<td>INFORMATION LITERACY AND RESEARCH WRITING</td>
<td>3</td>
</tr>
<tr>
<td>PLS 220</td>
<td>TECHNOLOGICAL LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Requirements

General education (University Writing Requirement):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

General Electives:
Select additional courses from any area to complete the 120-hour degree requirement

Upper Level General Education Seminars:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 350</td>
<td>SOCIAL SCIENCES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 351</td>
<td>SOCIAL SCIENCES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 360</td>
<td>NATURAL SCIENCES SEMINAR I</td>
<td>3</td>
</tr>
<tr>
<td>PLS 361</td>
<td>NATURAL SCIENCES SEMINAR II</td>
<td>3</td>
</tr>
<tr>
<td>PLS 370</td>
<td>HUMANITIES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 371</td>
<td>HUMANITIES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 397</td>
<td>ADVANCED RESEARCH DESIGN AND EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>PLS 398</td>
<td>SENIOR THESIS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 42

#### Sustainability Studies, BASS Flex-Track Degree for Adults

The Flex-Track Program for Adults lets students earn their undergraduate degrees at an accelerated pace while balancing work and family commitments. Courses in the Flex-Track program are conveniently offered on-campus, online, and in “hybrid” mode (combining face-to-face meetings and online interactions). Courses are eight weeks in length, allowing adult students to reduce the time it takes to earn the bachelor’s degree.

The Bachelor of Arts Flex-Track degree in Sustainability Studies is open to students 22 years of age and older. Its main requirements include seven core SUST courses, one SUST elective, two “relevant electives” in an appropriate subject area, an 18-credit-hour “functional area” (which may also be a minor) in a related discipline or interdisciplinary area, selected general education seminars specifically geared toward the needs and learning styles of adult learners, and general electives.

#### Standards

These quantitative requirements also apply to degrees in the College of Professional Studies:

- Students may apply no more than 60 credit hours of 100-level courses toward the degree.
- Students must apply no fewer than 60 credit hours of 200- and 300-level courses toward the degree.
- Students must have at least 18 credit hours (of the 60 credit hours above) at the 300 level.
- Students may transfer in no more than 66 credit hours from community colleges.
- Students must take their final 30 hours at Roosevelt University.
- Students must have a grade point average of 2.0 or higher to graduate.

#### Requirements

ENG 101 COMPOSITION I: CRITICAL READING & WRITING is a pre-requisite for all 200-level SUST courses; the university writing requirement is a pre-requisite for all 300-level SUST courses.

Grade of C- or higher required in all major courses.

**Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 210</td>
<td>SUSTAINABLE FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>SUST 220</td>
<td>WATER</td>
<td>3</td>
</tr>
<tr>
<td>SUST 230</td>
<td>FOOD</td>
<td>3</td>
</tr>
<tr>
<td>SUST 240</td>
<td>WASTE</td>
<td>3</td>
</tr>
<tr>
<td>SUST 310</td>
<td>ENERGY AND CLIMATE CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>SUST 320</td>
<td>SPRAWL, TRANSPORT, PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>SUST 330</td>
<td>BIODIVERSITY</td>
<td>3</td>
</tr>
</tbody>
</table>

**SUST Elective**
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 340</td>
<td>POLICY, LAW, ETHICS</td>
<td></td>
</tr>
<tr>
<td>SUST 350</td>
<td>SERVICE AND SUSTAINABILITY</td>
<td></td>
</tr>
<tr>
<td>SUST 390</td>
<td>SPECIAL TOPICS IN SUSTAINABILITY</td>
<td></td>
</tr>
<tr>
<td>SUST 395</td>
<td>SUSTAINABILITY STUDIES INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

**Relevant Electives**

Two electives, chosen in consultation with an advisor, from these subject areas: SUST, BCHM, BIOL, CHEM, CJL, ECON, ENVS, HOSM, MATH, OLED, PHSC, POS, or SOC

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FUNCTIONAL AREA OR MINOR</td>
<td>18</td>
</tr>
</tbody>
</table>

Related courses in a discipline or interdisciplinary area selected in consultation with an advisor

**General Education, University Writing Requirement, and Electives**

Courses to total 120

Total Credit Hours 78

Total Credit Hours 126

#### General Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory General Education Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLS 201</td>
<td>CRITICAL REASONING AND SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>PLS 202</td>
<td>INFORMATION LITERACY AND RESEARCH WRITING</td>
<td>3</td>
</tr>
<tr>
<td>PLS 220</td>
<td>TECHNOLOGICAL LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>QUANTITATIVE LITERACY (or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other Requirements**

General education (University Writing Requirement):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Electives:**

Select additional courses from any area to complete the 120-hour degree requirement.

**Upper Level General Education Seminars:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 350</td>
<td>SOCIAL SCIENCES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 351</td>
<td>SOCIAL SCIENCES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 360</td>
<td>NATURAL SCIENCES SEMINAR I</td>
<td>3</td>
</tr>
<tr>
<td>PLS 361</td>
<td>NATURAL SCIENCES SEMINAR II</td>
<td>3</td>
</tr>
<tr>
<td>PLS 370</td>
<td>HUMANITIES SEMINAR I: CRITICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 371</td>
<td>HUMANITIES SEMINAR II: SPECIAL TOPICS</td>
<td>3</td>
</tr>
<tr>
<td>PLS 397</td>
<td>ADVANCED RESEARCH DESIGN AND EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>PLS 398</td>
<td>SENIOR THESIS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

42

---

**Options for Minors and Double-Majors**

Students may double-major with other Flex-Track majors in the College of Professional Studies or minor in other fields offered throughout the university. A minor and/or double-major in a professional, natural science, or social science discipline gives a SUST major additional focus and power, both for graduate study or the job market.

Recommended minors include:

- Professional: Business, Communications, Criminal Justice, Hospitality and Tourism Management, Journalism, Organizational Leadership, Paralegal Studies
- Natural Science: Biology, Chemistry, Environmental Science, Math
- Social Science: Economics, History, Political Science, Psychology, Social Justice Studies, Sociology
HELLE COLLEGE OF BUSINESS

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, Heller 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 rediscout business and then factoring. Walter Heller’s firm became the pre-eminent 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 the Heller College of Business.

Mission

Roosevelt University’s Heller College of Business provides a diverse population of students the best opportunity to develop critical skills necessary for success. This education emphasizes professional integrity, sustainable business practices, and global engagement.

Accreditation

The undergraduate programs of the Heller College of Business (HCB) 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 in 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 HCB grants the degree of Bachelor of Science in Business Administration (BSBA). Each student chooses a major from among Accounting, Finance, Human Resource Management, Management, Marketing, or Social Entrepreneurship.

Transfer credit

Credits are accepted from community, junior or senior colleges that are accredited by a regional accreditation organization. Up to 66 credits can be accepted from a community college. Up to 90 credits can be accepted from a four-year college or university. All transfer students must satisfy the University Writing Requirement which may include taking English100. 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 should consult with a Roosevelt University advisor and the transfer guide (http://www.roosevelt.edu/Admission/Undergraduate/Transfer/TransferGuide.aspx) pages when transferring courses to Roosevelt University.

All business core and major requirements are taken at the 300 level. All community college courses are accepted as lower level credits.

Grade requirements

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.

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.

Double major

Students who want a double major, within the Heller College of Business, must complete 18 separate credit hours in each discipline. Students may declare a double major while completing the first bachelor’s degree. Usually a double major requires students to complete more than 120 credit hours for the degree. See an advisor for specific information.

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 credit 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
Accounting, BSBA

Accounting program:

Accounting is a field of study that deals with the preparation of financial statements, the analysis of financial data, and the interpretation of financial information. The program prepares students for careers in accounting and related fields. The curriculum includes courses in accounting principles, financial reporting, tax accounting, and auditing. Graduates of the Accounting program are well-prepared for careers in public accounting, corporate accounting, and other related fields.

General business minor (for non-business majors)

A General business minor is available to students from the other colleges of Roosevelt University. The requirements are seven courses in business, including three required courses and four upper-level (300 level) business courses approved by the student's advisor. A student may choose courses from different business areas such as MGMT 358 BEHAVIORAL SCIENCE & ORGANIZATION THEORY, MKTG 302 PRINCIPLES OF MARKETING, and FIN 311 PRINCIPLES OF FINANCE.

Mentoring program

The Heller College of Business pairs those students that are interested in the mentoring program in small groups of 3-6 students with an executive in the business fields to serve as a mentor on a semester to semester basis. Students meet with their mentors on a monthly/regular basis and cover topics such as: networking, career advise, and many other topics. If you would like to become a part of the mentoring program, please reach out to the Assistant Dean of Students for more information and an application.

Professional development workshops

The Heller College of Business provides many professional development workshops throughout the academic year at both campuses. Topics that are covered include: resume building and cover letter writing, the perfect elevator pitch, Excel for business basics and advanced, financial planning, survival skills for the corporate world and much more.

Accounting, BSBA

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 that expose students to both established accounting standards and emerging accounting issues.

The Accounting program:

- Provides Business Administration and liberal arts students with an understanding of the development and use of accounting records and statements, budgeting funds, and cash flow analysis.
- Makes available to non-Accounting Business Administration majors the Accounting courses needed to strengthen their fields of specialization.
• Students interested in accounting as a profession will find the courses necessary to prepare them for work as internal or external auditors, cost accountants, staff accountants, comptrollers and public accountants, or for positions in governmental and not-for-profit agencies and institutions.

Requirements

Six courses (18 credit hours) of upper-level Accounting courses must be completed with grades of C- or higher for the Accounting major, with an average of at least 2.0.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 304</td>
<td>INTERMEDIATE ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 305</td>
<td>INTERMEDIATE ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 307</td>
<td>INCOME TAX LAW AND PROCEDURE</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 313</td>
<td>COST &amp; MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 330</td>
<td>PRINCIPLES OF AUDITING</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

One 300-level Accounting (ACCT) elective 3

General Education, University Writing Requirement, and Electives

Courses to total 120 66

Business Requirements

Complete the Business Requirements 36

Total Credit Hours 120

General education requirements

For students entering with less than 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Natural Science course (excluding mathematics and computer science)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One non-business elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two courses in Fine Arts and/or Humanities</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Two courses in Social and Behavioral sciences (excluding ECON 101, ECON 102, ECON 234)</td>
<td>6</td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS 1</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 234</td>
<td>ELEMENTARY STATISTICS 1, 2</td>
<td>3</td>
</tr>
<tr>
<td>MATH 116</td>
<td>FINITE MATHEMATICS 2, 3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA 2, 3</td>
<td>3</td>
</tr>
</tbody>
</table>

University Writing Requirement

Other courses, if necessary, to complete the University Writing Requirement 3

ENG 101  COMPOSITION I: CRITICAL READING & WRITING 3

ENG 102  COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH 3

Total Credit Hours 51

1 Grade of C- or better required

3 Grade of C- or better required in one of the two required Math courses

Mathematical preparation

Quantitative skills are critical for the academic study of business. This is especially true for accounting and finance majors. For all students, required business classes such as FIN 311 PRINCIPLES OF FINANCE and MGMT 300 OPERATIONS MANAGEMENT are mathematically based. In order to complete the degree on a timely basis, students are required to take mathematical requirements (MATH 116 FINITE MATHEMATICS, MATH 121 COLLEGE ALGEBRA, ECON 234 ELEMENTARY STATISTICS, and any developmental courses required by the RUA) in the first semester and in each following semester until these requirements are completed.

Students entering with 30 to 89 credit hours

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 30 to 89 hours with the exception of ACP 101 FIRST YEAR SEMINAR and ACP 110 PRIMARY TEXTS. These courses are replaced by 6 s.h. of non-business electives.

Students entering with 90 credit hours or more

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 90 or more credit hours with the exception of ACP 101 FIRST YEAR SEMINAR, ACP 110 PRIMARY TEXTS, and ACP 250 GROUNDS FOR CHANGE (the Roosevelt Grounds for Change course). These courses are replaced by 9 s.h. of non-business electives.

Business requirements

Standards

All Business courses taken by Business majors and minors must be satisfied with a grade of C- or better. A 300-level business elective is substituted for the international perspective course if an international course is in the major. MGMT 380 BUSINESS POLICY AND STRATEGY must be taken at Roosevelt and passed with a grade of C- or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I 1</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II 1</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I 1</td>
<td>3</td>
</tr>
</tbody>
</table>

International Perspective

Select one of the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 337</td>
<td>INTERNATIONAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>FIN 354</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 360</td>
<td>SURVEY OF INTERNATIONAL BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 362</td>
<td>INTERNATIONAL MARKETING STRATEGIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Junior/Senior Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE 1</td>
<td>3</td>
</tr>
<tr>
<td>INF 330</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>OPERATIONS MANAGEMENT 1</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY</td>
<td>3</td>
</tr>
</tbody>
</table>
Accounting, Minor (for Business Majors)

The Accounting minor for business majors gives students the basic knowledge of the accounting field. Courses include: Intermediate Accounting I & II and allows students to also choose two courses in the accounting field.

Requirements

A non-Business student who wishes to take an Accounting minor must take seven classes total. At least four of the courses must be taken at Roosevelt University.

Requirements

A minor in a Business discipline is available to students from the other colleges of Roosevelt University. Non-Business students may minor in only one Business discipline. Students must complete all prerequisites for courses in their chosen minor discipline. All minor courses require a grade of C- or better. At least four of the seven required courses must be taken at Roosevelt University. Students with questions regarding business minors should consult the assistant dean for undergraduate business studies.

Requirements
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.

Business Core Classes

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Core Classes

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 307</td>
<td>INCOME TAX LAW AND PROCEDURE</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 313</td>
<td>COST &amp; MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 level Accounting Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Finance, BSBA

This program has 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 personal financial planning.

Requirements

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 301</td>
<td>MONEY AND BANKING</td>
<td>3</td>
</tr>
<tr>
<td>FIN 312</td>
<td>CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 321</td>
<td>INVESTMENTS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 387</td>
<td>DERIVATIVE SECURITIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 354</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 383</td>
<td>FINANCIAL MARKETS AND INSTITUTIONS</td>
<td></td>
</tr>
<tr>
<td>FIN 385</td>
<td>BUSINESS PROBLEMS IN FINANCE</td>
<td></td>
</tr>
<tr>
<td>ECON 323</td>
<td>PRICE THEORY</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 6

General education requirements

For students entering with less than 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Natural Science course (excluding mathematics and computer science)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One non-business elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two courses in Fine Arts and/or Humanities</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Two courses in Social and Behavioral sciences (excluding ECON 101, ECON 102, ECON 234)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ACP 101 FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACP 110 PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACP 250 GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 101 PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 102 PRINCIPLES OF ECONOMICS II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 234 ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 116 FINITE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 121 COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
</tbody>
</table>

University Writing Requirement

Other courses, if necessary, to complete the University Writing Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 51

1 Grade of C- or better required
2 Higher-level mathematics may be substituted for MATH 116 FINITE MATHEMATICS and MATH 121 COLLEGE ALGEBRA
3 Grade of C- or better required in one of the two required Math courses

Mathematical preparation

Quantitative skills are critical for the academic study of business. This is especially true for accounting and finance majors. For all students, required business classes such as FIN 311 PRINCIPLES OF FINANCE and MGMT 300 OPERATIONS MANAGEMENT are mathematically based. In order to complete the degree on a timely basis, students are required to take mathematical requirements (MATH 116 FINITE MATHEMATICS, MATH 121 COLLEGE ALGEBRA, ECON 234 ELEMENTARY STATISTICS, and any developmental courses required by the RUA) in the first semester and in each following semester until these requirements are completed.

Students entering with 30 to 89 credit hours

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 30 to 89 hours with the exception of ACP 101 FIRST YEAR SEMINAR and ACP 110 PRIMARY TEXTS. These courses are replaced by 6 s.h. of non-business electives.

Students entering with 90 credit hours or more

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 90 or more credit hours with the exception of ACP 101 FIRST YEAR SEMINAR, ACP 110 PRIMARY TEXTS, and ACP 250 GROUNDS FOR CHANGE (the Roosevelt Grounds for Change course). These courses are replaced by 9 s.h. of non-business electives.

1 Other courses may be substituted with prior written consent.
Business requirements

Standards

All Business courses taken by Business majors and minors must be satisfied with a grade of C- or better. A 300-level business elective is substituted for the international perspective course if an international course is in the major. MGMT 380 BUSINESS POLICY AND STRATEGY must be taken at Roosevelt and passed with a grade of C- or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I ¹</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II ¹</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

International Perspective

Select one of the following:

ACCT 337 INTERNATIONAL ACCOUNTING
FIN 354 INTERNATIONAL FINANCIAL ANALYSIS
MGMT 360 SURVEY OF INTERNATIONAL BUSINESS
MKTG 362 INTERNATIONAL MARKETING STRATEGIES

Junior/Senior Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE I ¹</td>
<td>3</td>
</tr>
<tr>
<td>INFS 330</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>OPERATIONS MANAGEMENT I ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>BUSINESS POLICY AND STRATEGY ¹</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 302</td>
<td>PRINCIPLES OF MARKETING I ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours

36

¹ Grade of C- or better required.

Total Minimum Credit Hours for BSBA

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business or Non-Business Electives</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>General Business Requirements</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>General Education Requirements</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Major Requirements - minimum of</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>120</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Courses, if Necessary, to Complete UWR

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

¹ If a student completes an international course in his/her major (such as ACCT 337 for an accounting major), that course counts in the major and an upper-level (300 level) business elective in the core requirements.

² Must be taken at Roosevelt, preferably in the final semester prior to graduation.

The last 30 hours of coursework must be completed at Roosevelt University.

Finance, Minor (for Business majors)

The Finance minor for business majors provides students with an insight into the finance field. Students take courses in: Money & Banking; Investments; choose a 300 level elective in Finance and take one of the following: Financial Markets & Institutions; Business Problems in Finance; or Derivative Securities.
Requirements

The requirements are four courses in Finance 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.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 301</td>
<td>MONEY AND BANKING</td>
<td>3</td>
</tr>
<tr>
<td>FIN 321</td>
<td>INVESTMENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 383</td>
<td>FINANCIAL MARKETS AND INSTITUTIONS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 385</td>
<td>BUSINESS PROBLEMS IN FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 387</td>
<td>DERIVATIVE SECURITIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

One FIN elective at the 300 Level

Total Credit Hours: 12

Finance, Minor (for Non-Business Majors)

The Finance minor for non-business majors provides students with basic coursework in Finance. Courses include: Money & Banking: Principles of Finance; Corporate Finance or Investments, one 300-level elective course in Finance and basic Business courses including Principles of Accounting I and Principles of Economics I & II.

Requirements

A non-Business student who wishes to take a Finance minor must take seven classes total. At least four 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.

Business Core Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Core Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 301</td>
<td>MONEY AND BANKING</td>
<td>3</td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>FIN 312</td>
<td>CORPORATE FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>or FIN 321</td>
<td>INVESTMENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Electives

300 level Finance Elective

Total Credit Hours: 21

Human Resource Management, BSBA

The objective of the Human Resource Management BSBA program is for the student to gain a full understanding of the human resource function, including recruitment, selection, placement, training, and career development; employee and labor relations; performance measurement; and resource planning. Students will learn how legal issues, human behavior, labor relations, and diversity impact the modern organization.

Other courses expand on substantive areas that are briefly covered in the introductory Human Resource Management 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 enhance their study of the employer-employee relationship. There is no substitute for experience in dealing with people in a work situation, and students are advised to acquire such experience through part-time work or internships.

Requirements

Six courses (18 credit hours) are required for the Human Resource Management major. MGMT 358 BEHAVIORAL SCIENCE & ORGANIZATION THEORY, MGMT 300 OPERATIONS MANAGEMENT, and MGMT 380 BUSINESS POLICY AND STRATEGY cannot be used to fulfill major requirements.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 311</td>
<td>INTRODUCTION TO HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>HRM 313</td>
<td>WAGE &amp; SALARY ADMINISTRATION</td>
<td>3</td>
</tr>
<tr>
<td>HRM 321</td>
<td>EMPLOYMENT TECHNIQUES</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 398</td>
<td>ORGANIZATIONAL DEVELOPMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Two electives at the 300 level in Human Resource Management (HRM) or Management (MGMT)

General Education, University Writing Requirement, and Electives
Courses to total 120

**Business Requirements**

Complete the Business Requirements 36

Total Credit Hours 120

### General education requirements

**For students entering with less than 30 credit hours**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Natural Science course (excluding mathematics and computer science)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One non-business elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two courses in Fine Arts and/or Humanities</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Two courses in Social and Behavioral sciences (excluding ECON 101, ECON 102, ECON 234)</td>
<td>6</td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>ACP 110</td>
<td>PRIMARY TEXTS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 234</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 116</td>
<td>FINITE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
</tbody>
</table>

**University Writing Requirement**

Other courses, if necessary, to complete the University Writing Requirement 3

ENG 101 | COMPOSITION I: CRITICAL READING & WRITING                                    | 3            |

ENG 102 | COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH                              | 3            |

Total Credit Hours 51

1 Grade of C- or better required

2 Higher-level mathematics may be substituted for MATH 116 FINITE MATHEMATICS and MATH 121 COLLEGE ALGEBRA

3 Grade of C- or better required in one of the two required Math courses

### Mathematical preparation

Quantitative skills are critical for the academic study of business. This is especially true for accounting and finance majors. For all students, required business classes such as FIN 311 PRINCIPLES OF FINANCE and MGMT 300 OPERATIONS MANAGEMENT are mathematically based. In order to complete the degree on a timely basis, students are required to take mathematical requirements (MATH 116 FINITE MATHEMATICS, MATH 121 COLLEGE ALGEBRA, ECON 234 ELEMENTARY STATISTICS, and any developmental courses required by the RUA) in the first semester and in each following semester until these requirements are completed.

### Students entering with 30 to 89 credit hours

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 30 to 89 hours with the exception of ACP 101 FIRST YEAR SEMINAR and ACP 110 PRIMARY TEXTS. These courses are replaced by 6 s.h. of non-business electives.

### Students entering with 90 credit hours or more

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 90 or more credit hours with the exception of ACP 101 FIRST YEAR SEMINAR, ACP 110 PRIMARY TEXTS, and ACP 250 GROUNDS FOR CHANGE (the Roosevelt Grounds for Change course). These courses are replaced by 9 s.h. of non-business electives.

### Business requirements

#### Standards

All Business courses taken by Business majors and minors must be satisfied with a grade of C- or better. A 300-level business elective is substituted for the international perspective course if an international course is in the major. MGMT 380 BUSINESS POLICY AND STRATEGY must be taken at Roosevelt and passed with a grade of C- or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I</td>
<td>1</td>
</tr>
</tbody>
</table>

#### International Perspective

Select one of the following:

ACCT 337 | INTERNATIONAL ACCOUNTING                        | 3            |
FIN 354 | INTERNATIONAL FINANCIAL ANALYSIS               | 3            |
MGMT 360 | SURVEY OF INTERNATIONAL BUSINESS             | 3            |
MKTG 362 | INTERNATIONAL MARKETING STRATEGIES          | 3            |

#### Junior/Senior Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>INF 330</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>OPERATIONS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>BUSINESS POLICY AND STRATEGY</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 302</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

1 Grade of C- or better required.

### Total Minimum Credit Hours for BSBA

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business or Non-Business Electives</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>General Business Requirements</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>General Education Requirements</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Major Requirements - minimum of</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Credit Hours 120

Students should complete all of the requirements listed below within the first 60 credit hours.
Human Resource Management, Minor (for Business majors)

The Human Resource Management minor provides students with basic knowledge into the Human Resource Management field including: an introduction to human resource management; wage and salary administration; employment techniques; industrial relations management; employee benefits and supervision and employee training.

Requirements

The requirements are four courses in Human Resource Management 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.

HRM 311  INTRODUCTION TO HUMAN RESOURCE MANAGEMENT  3

Select three of the following:  9

- HRM 313  WAGE & SALARY ADMINISTRATION
- HRM 321  EMPLOYMENT TECHNIQUES
- HRM 331  INDUSTRIAL RELATIONS MANAGEMENT
- HRM 360  EMPLOYEE BENEFITS
- HRM 361  SUPERVISION & EMPLOYEE TRAINING

Human Resource Management, Minor (for Non-Business Majors)

The Human Resource Management minor for non-business majors allows students to complete basic business courses and also complete Human Resource Management classes that introduce students to the field. Courses include: Principles of Accounting I, Principles of Economics I & II, Introduction to Human Resource Management, Behavioral Science and Organizational Theory, and courses within the field of Human Resource Management and Management.

Requirements

A non-Business student who wishes to take a Human Resource Management minor must take seven classes total. At least four 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.

Business Core Classes

- ACCT 210  PRINCIPLES OF ACCOUNTING I  3
- ECON 101  PRINCIPLES OF ECONOMICS I  3
- ECON 102  PRINCIPLES OF ECONOMICS II  3

Minor Core Classes

- HRM 311  INTRODUCTION TO HUMAN RESOURCE MANAGEMENT  3
- MGMT 358  BEHAVIORAL SCIENCE & ORGANIZATION THEORY  3

Minor Electives

- ACCT 337  INTERNATIONAL ACCOUNTING
- FIN 354  INTERNATIONAL FINANCIAL ANALYSIS
- MKTG 362  INTERNATIONAL MARKETING STRATEGIES
- HRM 313  WAGE & SALARY ADMINISTRATION
- HRM 321  EMPLOYMENT TECHNIQUES
- HRM 331  INDUSTRIAL RELATIONS MANAGEMENT
- HRM 360  EMPLOYEE BENEFITS
- HRM 361  SUPERVISION & EMPLOYEE TRAINING

The last 30 hours of coursework must be completed at Roosevelt University.
Two 300-level Human Resource Management Electives  6

Total Credit Hours  21

**International Business, Minor**

The International Business minor for business major students contains four courses: International Accounting; International Financial Analysis; Survey of International Business and International Marketing Strategies.

**Requirements**

The requirements are four courses in International Business 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. If a student completed an international course in his/her major (such as ACCT 337 for an accounting major), that course counts in major and an upper level (300 level) business elective must be completed in the core requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 337</td>
<td>INTERNATIONAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>FIN 354</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 360</td>
<td>SURVEY OF INTERNATIONAL BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 362</td>
<td>INTERNATIONAL MARKETING STRATEGIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  12

**Management, BSBA**

The Management curriculum is designed to emphasize human values and to develop a sense of responsibility to employers, employees, customers, and the community. The curriculum provides professional education and training for students preparing themselves to manage their own businesses or to seek managerial positions in private industry or the public sector.

Managers are responsible for planning, organizing, directing, controlling, and representing a business or organization to many constituencies. To be effective, managers coordinate the work of specialists. It is essential that a manager possess an understanding of human relations, skill in directing group efforts, and knowledge of the functional aspects of business, such as production, marketing, finance, personnel, and accounting. Students majoring in management study the many areas in which managers must operate as well as topics directly related to managerial roles.

**Requirements**

MGMT 300 OPERATIONS MANAGEMENT, MGMT 358 BEHAVIORAL SCIENCE & ORGANIZATION THEORY, and MGMT 380 BUSINESS POLICY AND STRATEGY are required core courses and cannot be used to fulfill Management major requirements.

**Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 311</td>
<td>INTRODUCTION TO HUMAN RESOURCE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MGMT 398</td>
<td>ORGANIZATIONAL DEVELOPMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Four electives at the 300 level in Management (MGMT) and/or Human Resource Management (HRM)  12

**General Education, University Writing Requirement, and Electives**

Courses to total 120  66

**Business Requirements**

Complete the Business Requirements  36

Total Credit Hours  120

**General education requirements**

For students entering with less than 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Natural Science course (excluding</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>mathematics and computer science)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One non-business elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two courses in Fine Arts and/or</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two courses in Social and Behavioral</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>sciences (excluding ECON 101, ECON</td>
<td></td>
</tr>
<tr>
<td></td>
<td>102, ECON 234)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACP 101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACP 110</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACP 250</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 102</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON 234</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 116</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 121</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COLLEGE ALGEBRA</td>
<td></td>
</tr>
</tbody>
</table>

**University Writing Requirement**

Other courses, if necessary, to complete the University Writing Requirement  3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp;</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WRITING</td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACADEMIC RESEARCH</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours  51

1 Grade of C- or better required
2 Higher-level mathematics may be substituted for MATH 116 FINITE MATHEMATICS and MATH 121 COLLEGE ALGEBRA
3 Grade of C- or better required in one of the two required Math courses

**Mathematical preparation**

Quantitative skills are critical for the academic study of business. This is especially true for accounting and finance majors. For all students, required business classes such as FIN 311 PRINCIPLES OF FINANCE and MGMT 300 OPERATIONS MANAGEMENT are mathematically based. In order to complete the degree on a timely basis, students are required to take mathematical requirements (MATH 116 FINITE MATHEMATICS, MATH 121 COLLEGE ALGEBRA, ECON 234 ELEMENTARY STATISTICS, and any developmental courses required by the RUA) in the first semester and in each following semester until these requirements are completed.

**Students entering with 30 to 89 credit hours**

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 30 to 89 hours with the exception of ACP 101 FIRST YEAR SEMINAR and ACP 110 PRIMARY TEXTS. These courses are replaced by 6 s.h. of non-business electives.
Students entering with 90 credit hours or more

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 90 or more credit hours with the exception of ACP 101 FIRST YEAR SEMINAR, ACP 110 PRIMARY TEXTS, and ACP 250 GROUNDS FOR CHANGE (the Roosevelt Grounds for Change course). These courses are replaced by 9 s.h. of non-business electives.

Business requirements

Standards

All Business courses taken by Business majors and minors must be satisfied with a grade of C- or better. A 300-level business elective is substituted for the international perspective course if an international course is in the major. MGMT 380 BUSINESS POLICY AND STRATEGY must be taken at Roosevelt and passed with a grade of C- or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman/Sophomore Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I ¹</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II ¹</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I ¹</td>
<td>3</td>
</tr>
<tr>
<td>International Perspective:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 337</td>
<td>INTERNATIONAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>FIN 354</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 362</td>
<td>INTERNATIONAL MARKETING STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td>Junior/Senior Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCOM 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE ¹</td>
<td>3</td>
</tr>
<tr>
<td>INFS 330</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>OPERATIONS MANAGEMENT ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>BUSINESS POLICY AND STRATEGY ¹</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 302</td>
<td>PRINCIPLES OF MARKETING ¹</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

¹ Grade of C- or better required.

Total Minimum Credit Hours for BSBA

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business or Non-Business Electives</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>General Business Requirements</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Major Requirements - minimum of</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

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

University Writing Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Courses, if Necessary, to Complete UWR

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR &amp; ACP 110 PRIMARY TEXTS</td>
<td>6</td>
</tr>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>6</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>6</td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>6</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II</td>
<td>6</td>
</tr>
<tr>
<td>MATH 116</td>
<td>FINITE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 234</td>
<td>ELEMENTARY STATISTICS (OR courses require permission)</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 200</td>
<td>INTRODUCTORY STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should fulfill the requirements listed below after they have completed 60 semester hours:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY</td>
<td>3</td>
</tr>
<tr>
<td>INFS 330</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>International Perspective:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGMT 360</td>
<td>SURVEY OF INTERNATIONAL BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 337</td>
<td>INTERNATIONAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>FIN 354</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 362</td>
<td>INTERNATIONAL MARKETING STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>OPERATIONS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY ¹</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 302</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>BUSINESS POLICY AND STRATEGY ²</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ If a student completes an international course in his/her major (such as ACCT 337 for an accounting major), that course counts in the major and an upper-level (300 level) business elective in the core requirements.

² Must be taken at Roosevelt, preferably in the final semester prior to graduation.

The last 30 hours of coursework must be completed at Roosevelt University.
Management, Minor (for Business majors)

The Management minor provides students with an overview of the management field. Students will study: Behavioral Science & Organizational Theory; Organizational Development and choose courses within the fields of management and human resource management.

Requirements

The requirements are four courses in Management 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.

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 398</td>
<td>ORGANIZATIONAL DEVELOPMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Two MGMT or HRM electives at the 300 level 6

Total Credit Hours 12

Management, Minor (for Non-Business Majors)

The Management minor for non business majors provides students with an overview of the management field. Students will choose courses within the fields of management and human resource management along with introductory business courses: Principles of Accounting I, Principles of Economics I & II.

Requirements

A non-Business student who wishes to take a Management minor must take seven classes total. At least four 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.

Business Core Classes

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>PRINCIPLES OF ECONOMICS II</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Core Classes

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Electives

Three 300-level Management OR Human Resource Management Electives 9

Total Credit Hours 21

Marketing, BSBA

Marketing is the process of creating, distributing, promoting, and pricing goods, services, and ideas to facilitate satisfying exchange relationships with customers, and to manage these relationships in ways that benefit the organization and its stakeholders. In essence, the theme of marketing today is to provide products and services that satisfy customers’ needs through a coordinated set of activities that also allows the organization to reach its goals. Managing profitable customer relationships is the main goal of marketing today. At Roosevelt, we strive to deliver the best educational experience in the classroom as we strive toward excellence in research.

Marketing courses stress the relationship between the behavioral and social sciences and the marketing concepts employed by an organization. Students completing the Marketing major may expect to gain positions in industry, not-for-profits, retail institutions, advertising agencies or marketing consulting firms.

Requirements

Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 324</td>
<td>SALES MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 331</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 340</td>
<td>MARKETING RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 344</td>
<td>MARKETING STRATEGY &amp; PLANNING</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Two electives in Marketing (MKTG) at the 300 level 6

General Education, University Writing Requirement, and Electives

Courses to total 120 66

Business Requirements

Complete the Business Requirements 36

Total Credit Hours 120

General education requirements

For students entering with less than 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Natural Science course (excluding mathematics and computer science)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One non-business elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two courses in Fine Arts and/or Humanities</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Two courses in Social and Behavioral sciences (excluding ECON 101, ECON 102, ECON 234)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

ACP 101  FIRST YEAR SEMINAR 3
ACP 110  PRIMARY TEXTS 1 3
ACP 250  GROUNDS FOR CHANGE 1 3
ECON 101  PRINCIPLES OF ECONOMICS I 1 3
ECON 102  PRINCIPLES OF ECONOMICS II 1 3
ECON 234  ELEMENTARY STATISTICS 1, 2 3
MATH 116  FINITE MATHEMATICS 2, 3 3
MATH 121  COLLEGE ALGEBRA 2, 3 3

University Writing Requirement

Other courses, if necessary, to complete the University Writing Requirement 3

ENG 101  COMPOSITION I: CRITICAL READING & WRITING 3
ENG 102  COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH 3

Total Credit Hours 51

1 Grade of C- or better required
2 Higher-level mathematics may be substituted for MATH 116 FINITE MATHEMATICS and MATH 121 COLLEGE ALGEBRA
3 Grade of C- or better required in one of the two required Math courses

**Mathematical preparation**
Quantitative skills are critical for the academic study of business. This is especially true for accounting and finance majors. For all students, required business classes such as FIN 311 PRINCIPLES OF FINANCE and MGMT 300 OPERATIONS MANAGEMENT are mathematically based. In order to complete the degree on a timely basis, students are required to take mathematical requirements (MATH 116 FINITE MATHEMATICS, MATH 121 COLLEGE ALGEBRA, and any developmental courses required by the RUA) in the first semester and in each following semester until these requirements are completed.

**Students entering with 30 to 89 credit hours**
All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 30 to 89 hours with the exception of ACP 101 FIRST YEAR SEMINAR and ACP 110 PRIMARY TEXTS. These courses are replaced by 6 s.h. of non-business electives.

**Students entering with 90 credit hours or more**
All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 90 or more credit hours with the exception of ACP 101 FIRST YEAR SEMINAR, ACP 110 PRIMARY TEXTS, and ACP 250 GROUNDS FOR CHANGE (the Roosevelt Grounds for Change course). These courses are replaced by 9 s.h. of non-business electives.

**Business requirements**

**Standards**
All Business courses taken by Business majors and minors must be satisfied with a grade of C- or better. A 300-level business elective is substituted for the international perspective course if an international course is in the major. MGMT 380 BUSINESS POLICY AND STRATEGY must be taken at Roosevelt and passed with a grade of C- or higher.

---

**Total Minimum Credit Hours for BSBA**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ACP 110</td>
<td>and PRIMARY TEXTS</td>
<td></td>
</tr>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ACCT 211</td>
<td>and PRINCIPLES OF ACCOUNTING II</td>
<td></td>
</tr>
<tr>
<td>ECON 101</td>
<td>PRINCIPLES OF ECONOMICS I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ECON 102</td>
<td>and PRINCIPLES OF ECONOMICS II</td>
<td></td>
</tr>
<tr>
<td>MATH 116</td>
<td>FINITE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 234</td>
<td>ELEMENTARY STATISTICS (OR courses require permission)</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or PSYC 200</td>
<td>INTRODUCTORY STATISTICS</td>
<td></td>
</tr>
<tr>
<td>ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>BUSINESS POLICY AND STRATEGY</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 302</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

1 Grade of C- or better required.
ACCT 337  INTERNATIONAL ACCOUNTING
FIN 354  INTERNATIONAL FINANCIAL ANALYSIS
MKTG 362  INTERNATIONAL MARKETING STRATEGIES
FIN 311  PRINCIPLES OF FINANCE 3
MGMT 300  OPERATIONS MANAGEMENT 3
MGMT 358  BEHAVIORAL SCIENCE & ORGANIZATION THEORY 3
MKTG 302  PRINCIPLES OF MARKETING 3
MGMT 380  BUSINESS POLICY AND STRATEGY 2 3

All remaining major, required, and elective courses

1 If a student completes an international course in his/her major (such as ACCT 337 for an accounting major), that course counts in the major and an upper-level (300 level) business elective in the core requirements.

2 Must be taken at Roosevelt, preferably in the final semester prior to graduation.

The last 30 hours of coursework must be completed at Roosevelt University.

Marketing, Minor (for Business majors)

The Marketing minor for business majors provides students with a basic understanding of marketing. Courses include: Sales Marketing, Principles of Advertising, Marketing Research & Marketing Strategy & Planning.

Requirements

The requirements are four courses in Marketing 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.

MKTG 324  SALES MANAGEMENT 3
MKTG 331  PRINCIPLES OF ADVERTISING 3
MKTG 340  MARKETING RESEARCH 3
MKTG 344  MARKETING STRATEGY & PLANNING 3

Total Credit Hours 12

Marketing, Minor (for non-Business Majors)

The Marketing minor for non-business majors gives students the opportunity to learn the basics of marketing along with important business courses. Courses include: Principles of Accounting I, Principles of Economics I & II, Principles of Marketing and a choice of other Marketing elective courses.

Requirements

A non-Business student who wishes to take a Marketing minor must take seven classes total. At least four 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.

Business Core Classes
ACCT 210  PRINCIPLES OF ACCOUNTING I 3
ECON 101  PRINCIPLES OF ECONOMICS I 3
ECON 102  PRINCIPLES OF ECONOMICS II 3

Minor Core Classes
MKTG 302  PRINCIPLES OF MARKETING 3

Minor Electives
Three 300-level Marketing Electives 9

Total Credit Hours 21

Social Entrepreneurship, BSBA

The Major in Social Entrepreneurship is designed for students interested in using their business skills in the entrepreneurial pursuit of social impact. The core BSBA program provides a strong foundation for any student looking to become a successful business leader and make a social impact.

Social entrepreneurship is a form of leadership that permanently changes the way problems are addressed on a global and local scale. Social entrepreneurs take innovative and creative approaches to develop sustainable solutions to a range of problems from poverty, malnutrition, and homelessness and to lack of access to education, health care and dignified work. These methods allow social entrepreneurs to develop and implement pattern-breaking solutions for previously intractable social problems in ways that are sustainable and have a long-term orientation.

Social entrepreneurship is about being lean and having a vision, and then each year building layers of advantage. Social entrepreneurs invent, find ways to acquire new resources, learns and educates with the community, and develops new and stronger relationships with the community.

Requirements

To earn the degree in Business Administration with a major in Social Entrepreneurship, students must meet all the requirements for the BSBA degree, plus take six courses in the Social Entrepreneurship major listed below.

Recommended Free Elective Choices 12

MKTG 340  MARKETING RESEARCH
OLED 365  SOCIAL JUSTICE & DIVERSITY
SUST 210  SUSTAINABLE FUTURE
SUST 220  WATER
SUST 230  FOOD
SUST 240  WASTE
SUST 320  SPRAWL, TRANSPORT, PLANNING

Required Courses

MGMT 305  SOCIAL ENTREPRENEURSHIP I: CREATING THE VISION 3
MGMT 306  SOCIAL ENTREPRENEURSHIP II: IMPLEMENTATION 3
SENT 307  BUSINESS PLANNING AND STRATEGIC NEW VENTURES 3
SOC 346  COMMUNITY ORGANIZING 3
SOC 367  SOCIAL MOVEMENTS 3
Students entering with 30 to 89 credit hours

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 30 to 89 hours with the exception of ACP 101 FIRST YEAR SEMINAR and ACP 110 PRIMARY TEXTS. These courses are replaced by 6 s.h. of non-business electives.

Students entering with 90 credit hours or more

All requirements listed above for students entering with less than 30 credit hours must be completed by students entering with 90 or more credit hours with the exception of ACP 101 FIRST YEAR SEMINAR, ACP 110 PRIMARY TEXTS, and ACP 250 GROUNDS FOR CHANGE (the Roosevelt Grounds for Change course). These courses are replaced by 9 s.h. of non-business electives.

General education requirements

For students entering with less than 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 340</td>
<td>POLICY, LAW, ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

General Education, University Writing Requirement, and Electives

Courses to total 120

Business Requirements

Complete the Business Requirements 36

Total Credit Hours 120

Social Entrepreneurship majors are required to take SOC 101 INTRODUCTION TO SOCIOLOGY. It can count toward the Social Science requirement or as a free elective.

Business requirements

Standards

All Business courses taken by Business majors and minors must be satisfied with a grade of C- or better. A 300-level business elective is substituted for the international perspective course if an international course is in the major. MGMT 380 BUSINESS POLICY AND STRATEGY must be taken at Roosevelt and passed with a grade of C- or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I</td>
<td>3</td>
</tr>
</tbody>
</table>

International Perspective

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 337</td>
<td>INTERNATIONAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>FIN 354</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 360</td>
<td>SURVEY OF INTERNATIONAL BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 362</td>
<td>INTERNATIONAL MARKETING STRATEGIES</td>
<td>3</td>
</tr>
</tbody>
</table>

Junior/Senior Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>INFS 330</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>OPERATIONS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>BUSINESS POLICY AND STRATEGY</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 302</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

1 Grade of C- or better required.

Total Minimum Credit Hours for BSBA

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business or Non-Business Electives</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>General Business Requirements</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>
General Education Requirements 48
Major Requirements - minimum of 18
Total Credit Hours 120

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>COMPOSITION I: CRITICAL READING &amp; WRITING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Courses, if Necessary, to Complete UWR

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP 101</td>
<td>FIRST YEAR SEMINAR &amp; PRIMARY TEXTS</td>
<td>6</td>
</tr>
<tr>
<td>ACCT 210 &amp; ACCT 211</td>
<td>PRINCIPLES OF ACCOUNTING I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>ECON 101 &amp; ECON 102</td>
<td>PRINCIPLES OF ECONOMICS I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>MATH 116</td>
<td>FINITE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 201</td>
<td>BUSINESS LAW I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 234</td>
<td>ELEMENTARY STATISTICS (OR courses require permission)</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 200</td>
<td>INTRODUCTORY STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or ACP 250</td>
<td>GROUNDS FOR CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should fulfill the requirements listed below after they have completed 60 semester hours:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 301</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 308</td>
<td>ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY</td>
<td>3</td>
</tr>
<tr>
<td>INFS 330</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>3</td>
</tr>
</tbody>
</table>

International Perspective:

Select one of the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 360</td>
<td>SURVEY OF INTERNATIONAL BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 337</td>
<td>INTERNATIONAL ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>FIN 354</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>MKTG 362</td>
<td>INTERNATIONAL MARKETING STRATEGIES</td>
<td></td>
</tr>
<tr>
<td>FIN 311</td>
<td>PRINCIPLES OF FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>OPERATIONS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 358</td>
<td>BEHAVIORAL SCIENCE &amp; ORGANIZATION THEORY</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 302</td>
<td>PRINCIPLES OF MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 380</td>
<td>BUSINESS POLICY AND STRATEGY</td>
<td>3</td>
</tr>
</tbody>
</table>

All remaining major, required, and elective courses

1 If a student completes an international course in his/her major (such as ACCT 337 for an accounting major), that course counts in the major and an upper-level (300 level) business elective in the core requirements.

2 Must be taken at Roosevelt, preferably in the final semester prior to graduation.

The last 30 hours of coursework must be completed at Roosevelt University.
UNIVERSITY POLICIES

The university-wide academic policies appearing in this section apply to all undergraduate programs. Students are responsible for acquainting themselves with these policies and following them. In addition, some of the university’s colleges and programs have additional policies that apply only to students enrolled in those particular programs. Students should consult the catalog section for their colleges and programs for policies specific to their programs.

General policies appear here; longer policies relating to academic terminology, academic standing, grievances and other topics have their own pages.

Catalog year

A student’s “catalog year” refers to the academic year in which a student entered the university. The catalog year determines the degree requirements for that student, based on the catalog at that time. At any time, a student may update his/her catalog year to the current catalog and degree program requirements by completing a Declaration/Change of Major form (https://www.roosevelt.edu/~/media/Files/pdfs/Registrar/Change-of-Program-UG.ashx?la=en). A student approved for Academic Forgiveness must complete all coursework with a grade of C or better in the first term at Roosevelt. Academic Forgiveness may not be available to all students in all degree programs. See the Undergraduate Academic Advising web page (https://www.roosevelt.edu/StudentSuccess/AdvisingUndergrad/FormerRUStudents/AcademicRenewal.aspx) for more detail on procedures for Academic Forgiveness.

Class attendance

Instructors are required to submit attendance reports on non-attending students during the first two weeks of each semester. Although instructors set their own expectations for attendance, reporting of those not attending is required by the U.S. Department of Education. Students not attending class are then subject to action on their registrations, charges, and financial aid for the term.

Dean’s List

Undergraduate students who complete all coursework during a fall or spring semester and earn a grade point average of 3.75 or higher are placed on that term’s dean’s list in their colleges. Students must be registered for at least 6 credit hours and have no Incomplete (I) or Withdraw (W) grades for the semester to be eligible for that term’s dean’s list. All courses must be completed within the semester.

Declaration/change of major

To change their majors, undergraduate students must complete a Declaration/Change of Major form (https://www.roosevelt.edu/~/media/Files/pdfs/Registrar/Change-of-Program-UG.ashx%3Fla=en). A form must be completed for any of the following changes:

- Changing a degree, major, or concentration.
- Adding an additional degree, major, or concentration.
- Removing a degree, major, or concentration.

A student’s official academic record will only reflect changes after the form has been submitted to the Office of the Registrar (https://www.roosevelt.edu/Registrar.aspx).

Academic Forgiveness Program

Undergraduate students who have been away from Roosevelt for more than three years may be able to take advantage of Roosevelt’s Academic Forgiveness program, which can be used only once during a student’s academic career.

Under this program, up to 30 credits with grades of D or F may be forgiven, or removed from calculation of the Roosevelt GPA. Excluded grades will remain on the academic transcript, but will be labeled as “Academic Forgiveness” and will not count toward the total hours required for graduation. GPA will then be recalculated, and the student will be readmitted in good standing after approval of the completed Application for Academic Forgiveness (https://www.roosevelt.edu/~media/files/pdfs/Registrar/AcademicRenewal.ashx?la=en). A student approved for Academic Forgiveness must complete all coursework with a grade of C or better in the first term at Roosevelt. Academic Forgiveness may not be available to all students in all degree programs. See the Undergraduate Academic Advising web page (https://www.roosevelt.edu/StudentSuccess/AdvisingUndergrad/FormerRUStudents/AcademicRenewal.aspx) for more detail on procedures for Academic Forgiveness.

Grade point average

A regular student in good standing becomes a candidate for the degree upon completion of 120 credit hours of work with a grade point average of 2.0 or higher at Roosevelt University. Students are also responsible for checking the grade point average requirements of their majors.

Grade reports

Final grade reports are available to students in RU Access; no grade reports are mailed. The grade report includes credit hours completed, quality points and term and cumulative grade point averages. Academic standing also is indicated on the grade report.

Residency

The final 30 credit hours toward a student’s degree must be completed at Roosevelt University. Students should also be aware that some majors have additional requirements for hours in the major that must be taken at Roosevelt.

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 that 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.

A student earning a second bachelor’s degree must have a minimum of 30 credit 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
Principles:
The university's guidelines on academic integrity are based on two principles: honesty and responsibility. Dishonesty is not accepted as an excuse when a student is caught in an act of academic dishonesty. Students must actively become familiar with this policy; ignorance of the rules will not be accepted as an excuse. Students are responsible for following this academic integrity policy, which sets standards for honesty and responsibility. Roosevelt University students are responsible for following this academic integrity policy. Failure to follow the policy may result in consequences ranging from failing the course to expulsion by the university.

Definition of academic dishonesty:
In the broadest sense, academic dishonesty is any act that enhances a student's grade unethically and unfairly. Students are responsible for being familiar with this policy; ignorance of the rules will not be accepted as an excuse when a student is caught in an act of academic dishonesty. The university's guidelines on academic integrity are based on two principles:

Cheating:
These actions are considered cheating:
- Copying other students' work or allowing one's own work to be copied.
- Using unauthorized notes or sources when taking tests.
- Using unattributed passages or phrases from sources, including textbooks, on tests.
- Stealing or otherwise obtaining test materials before tests.

Recycling:
Instructors expect that work submitted in a course is original work done for that course. A student who wishes to reuse a paper written for another course or use his/her own work that has been published must consult with the instructor. The instructor may recommend additions or revisions of this paper, or may require an original paper for that class.

Plagiarism:
Plagiarism means using the work of someone else, in whole or in part, without giving credit. This includes all types of works, including music, computer code, works of art and writing. It is possible to plagiarize by obtaining a paper from a friend or purchasing a paper online or elsewhere, by submitting another student's paper as one's own, by recycling a paper from another class, or by copying published work or by using ideas or words from any source (written or oral) without proper attribution.

Fabrication:
Fabrication is simply "making things up." Manufacturing sources, information, quotes, situations, anecdotes, composite interviews or anything else has no place in papers, articles or essays based on analysis, research and/or reporting.

Unauthorized collaboration:
All work submitted for a grade is assumed to be the student's own work, unless the instructor has specifically authorized teamwork or other collaboration. Work submitted as part of an authorized collaboration must properly cite the contributions of each individual.

Transcripts:
The transcript is the official academic record for a student at Roosevelt University. Official transcripts may be requested online from the Office of the Registrar. There is a fee for each transcript. Official transcripts are issued directly to institutions and employers. Students may also request a transcript marked "Issued to Student." No transcript will be issued if the student owes the university money or has any other encumbrance. Information about the cost of transcripts and the procedure for ordering is available on the Transcripts website.

Transfer credit:
See the university's Transfer Credit Policy for information on transfer of undergraduate-level coursework.
Consequences of violations of the Academic Integrity Policy at Roosevelt University

Penalties that may be imposed by instructors
For an instance of blatant plagiarism with the clear intent to defraud, the instructor’s options range from failing the student for the assignment to failing the course.

For an instance of plagiarism that an instructor believes is less serious, the instructor’s options range from simply providing a written warning to the student for failing the student for the assignment to lowering the student’s grade for the course.

Students may appeal the decision of the instructor by following the academic integrity appeal procedure (p. 161) outlined in the Academic Policies sections of the undergraduate and graduate catalogs. A student may only appeal the instructor’s judgment regarding guilt of plagiarism but not the instructor’s choice of penalty or grade.

Faculty reporting of academic integrity violations
University faculty have the authority to report academic integrity violations to the Office of Student Conduct and Conflict Resolution (sevans12@roosevelt.edu). All reports of violations will be kept in a tracking system for purposes of noting, reporting, and responding to patterns of academic dishonesty recidivism. Recurring acts of academic dishonesty will result in the application of a sanction(s), beyond whatever initial academic penalty was determined by a faculty member in an individual case. These sanctions may range from a written warning, probation or suspension, to expulsion, possibly combined with restorative justice sanctions.

Individual colleges and departments also may have their own rules for reporting plagiarism.

Academic Standing Policy
Each Roosevelt University undergraduate student has an academic standing determined by his or her cumulative Roosevelt grade point average and, in some cases, the semester grade point average.

Calculation of academic standing
Academic standing is an end-of-term status, which means a student must complete at least one term of coursework before having a calculated academic standing. Academic standing is updated after final grades have been posted for the fall and spring semesters and after the last summer session. Academic standing for completed terms is not recalculated after the submission of grade changes; academic standing is based on the student’s performance at the grade submission deadline. Academic standing is identified on a student’s transcript and visible in RU Access. Students are expected to understand both their program and university academic standing requirements and review their academic performance with their advisors after every enrolled semester.

Transfer course work
Transfer coursework is not included in the cumulative Roosevelt GPA. Transfer coursework taken elsewhere for a higher grade cannot be used to improve academic standing.

Courses that do not count toward the Roosevelt grade point average
In addition to transfer coursework, courses below 100 level, such as those in the English Language Program and Math, do not count toward the student’s degree. Such courses are not considered college-level work.

Admitted on probation
Students admitted on probation by the Office of Admission are required to earn a minimum semester GPA of 2.0 in their first term of enrollment at Roosevelt. Registration for students admitted on probation is limited to 12 credit hours or fewer. Students who do not earn the minimum 2.0 GPA at the end of their first term will be academically suspended.

Notification of academic standing
After the end of a term, students who are not in good standing will be notified by university email and by postal mail within about three weeks of the date that grades for the term are visible in RU Access.

The categories of possible academic standing are these:

Good standing
An undergraduate student who has completed at least one course that counts toward the Roosevelt cumulative grade point average, has a GPA of 2.0 or higher, and has fewer than 12 credit hours of incomplete grades is considered to be in good academic standing.

No standing calculated
Students who did not complete any coursework that counts toward a GPA fall into this category. For example, a student taking only coursework listed below 100 level or a student who withdrew from all courses would have no standing calculated. This academic standing is not punitive; students with no standing calculated have the same academic rights as those in good standing.

Placed on probation
Students in good standing are placed on probation if their cumulative Roosevelt GPA falls below a 2.0. Students on probation have one term to either bring their cumulative Roosevelt GPA back up to a 2.0 or higher or to achieve a semester GPA of 2.2 or higher. Failure to do so will result in academic suspension.

Registration for students on academic probation is limited to 12 credit hours per term, or fewer if recommended by an advisor. Students on academic probation must be advised in the Office of Undergraduate Academic Advising (https://www.roosevelt.edu/StudentSuccess/AdvisingUndergrad.aspx).

Continued on probation
Students placed on probation who fail to raise their cumulative Roosevelt GPA to 2.0 or higher but earn a semester grade point average of 2.20 or higher in the term after being placed on probation will be continued on probation. Students on academic probation may register for only 12 credit hours, or fewer if recommended by an advisor.

Academic suspension
Students are placed on academic suspension for the following reasons:
• They were admitted on probation and have a cumulative Roosevelt GPA lower than 2.0 after completing their first semester.
• They were placed or continued on probation and earned a cumulative Roosevelt GPA lower than 2.0 and a semester Roosevelt GPA below 2.2.

Students academically suspended are not allowed to register for or audit classes, negotiate with professors for grades other than those already posted, or make further arrangements to remove incomplete grades unless they are reinstated. In order to return to Roosevelt University, students must apply for academic reinstatement. A suspended student is not eligible for academic reinstatement the semester immediately following his/her academic suspension.

Reinstatement

Students on academic suspension are eligible to appeal their suspension and petition the university’s Academic Status and Progress Committee for reinstatement to the university. To do so, students must complete and return a reinstatement petition (https://www.roosevelt.edu/~/media/Files/pdfs/StudentSuccess/Advising/ReinstatementPetition.ashx?la=en) to the Office of Undergraduate Academic Advising by the deadlines noted below.

The Academic Status and Progress Committee evaluates each application and determines appropriate action for each case. The committee may decide, for example, that a student has potential but should not return to Roosevelt for the term for which the petition was received. The student could be encouraged to petition for a future term, after conditions set by the committee are fulfilled.

The deadlines for petitions for reinstatement are:
• To return for the summer semester, a completed reinstatement petition must be received by Feb. 15.
• To return for the fall semester, a completed reinstatement petition must be received by July 15.
• To return for the spring semester, a completed reinstatement petition must be received by Oct. 15.

An application for academic reinstatement does not automatically grant the right to return to Roosevelt. Applications are evaluated and decided upon by the committee. The student will be notified in writing via Roosevelt email and regular mail of the committee’s decision.

Academic dismissal

If the Academic Status and Progress Committee decides that a 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 by the committee chair of their permanent academic dismissal. Students who are academically dismissed can have the committee’s decision reviewed by notifying the committee chair, who will forward the appeal to the university provost or the provost’s designee, whose decision is final.

Academic definitions and terminology

Degrees and awards

Below are the general definitions of the undergraduate degrees offered by Roosevelt University. Each specific degree offered in a college has its own unique requirements for completion. Students should refer to the specific requirements listed for their chosen academic program.

Bachelor’s degrees

The U.S. Department of Education defines a bachelor’s degree as requiring at least four but not more than five years of full-time equivalent college-level work. This definition also includes bachelor’s degrees in which the normal four years of work are completed in three years.

Bachelor’s degrees at Roosevelt University require the completion of at least 120 credit hours and include coursework accepted at Roosevelt as well as coursework accepted for transfer by Roosevelt University.

Certificates and diplomas

Certificates and diplomas certify satisfactory completion of a post-secondary education program. All Roosevelt certificates meet the regulatory requirements of the Department of Education, the Higher Learning Commission, and the Illinois Board of Higher Education.

Dual degrees

A dual degree refers to a student simultaneously completing the requirements of two distinct degree programs (such as a Bachelor of Science and a Bachelor of Arts). Students in dual-degree programs must fulfill all of the requirements for both majors as well as the general education requirements for both degrees, typically requiring more than the normal 120 credit hours. Dual-degree students will be awarded two separate degrees upon completion of their programs. Examples of dual-degree students are:

• Students completing both a Bachelor of Arts in Psychology and a Bachelor of Science in Biology.
• Students completing both a Ph.D. in Industrial Organizational Psychology and a Master of Business Administration.

Program definitions

Major

Undergraduate students select a specific subject area in which they will specialize, called a major. Typically Roosevelt majors are between 30 and 36 credit hours (10 to 12 classes), or about one-fourth of the total hours required for a bachelor's degree. Majors usually include core or required courses, elective courses in the major field, and possibly required courses in other fields. The remainder of the hours toward the full degree will be filled by general education courses, elective courses, and possibly a minor or concentration.

Double major

A student with a double major completes the requirements of two distinct majors within the same degree (such as Bachelor of Arts). Students in double-major programs must fulfill all of the
requirements for both majors as well as all of the general education requirements for the degree. In some cases, this may require the student to complete more credit hours than are required for the degree. Students completing a double major will receive one degree upon completion of the program, and their academic transcript will list both majors. Examples of a double major are:

- Students completing a Bachelor of Arts degree with a major in Psychology and an additional major in Political Science.
- Students completing a Bachelor of Science degree in Biology with an additional major in Chemistry.

Minor

Undergraduate students may choose one or more secondary areas of specialization, called minors, along with their majors. Minors typically require between 12 and 18 credit hours (four to six classes). Students majoring in one program often elect to complete a minor in other programs.

There are three types of minors:

- Departmental or single-discipline minors.
- Interdisciplinary or cross-discipline minors.
- Thematic minors.

Students should confirm with their academic advisors that the minors they hope to pursue can be coupled with their majors.

Concentration

A concentration provides a thematic focus of study through 9 credit hours or more of interrelated courses in a subject area. Courses applied as a concentration must be identified and pre-approved by the college. Students pursuing a concentration must be enrolled in a degree program.

Academic integrity appeals

The procedure detailed below should be followed for appeal of allegations of academic dishonesty. All student appeals must begin with the instructor conference.

Instructor conference

The student shall first request, in writing, a conference with the instructor to explain the reason for the appeal of the judgment of academic dishonesty and seek a resolution. The request must be made no later than seven calendar days after the student has been notified of the judgment of academic dishonesty. Note that in matters relating to academic dishonesty, the instructor’s judgment is normally deemed final and conclusive. A student may only grieve the instructor’s judgment regarding guilt of academic dishonesty, not the instructor’s choice of penalty or grade. Students may appeal the professional judgment exercised by an instructor only under the following circumstances:

1. Evidence can be produced disproving the judgment of academic dishonesty.
2. 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 judgment of academic dishonesty, the student shall request to meet with the instructor’s department chair or program director. This request to meet with the instructor’s department chair or program director must be made in writing within seven calendar 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 the findings through official university correspondence to the student and the dean of the college within 14 calendar 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 or dean’s designee must be filed by the student within seven (7) calendar days of the issuance of the official university correspondence of the decision of the department chair or program director. The college dean or dean’s designee 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 or dean’s designee. The college dean or dean’s designee will confer with the student and prepare a concise written report of his/her findings and deliver the findings through official university correspondence to the student within 14 calendar days of the student conference.

Appeal to the provost

If the student desires to appeal the decision of the college dean, the student may appeal to the provost within seven calendar days of the issuance of the decision of the college dean or dean’s designee. The student must submit, in writing, the appeal and supporting documentation to the Office of the Provost. The provost or the provost’s designee will examine all the documents relevant to the case and collect additional information, if necessary. The provost or provost’s designee will make a determination and inform the student of the decision in writing. The Office of the Provost will keep a record of all meetings, conferences, and investigations relevant to the case. The decision of the provost or provost’s designee is final.

Advising and assessment

All students must be advised before registration. Advising ensures that students have the background to enroll in the courses selected, have received professional advice in selecting courses, and have selected courses that will lead to their goals.

At the advising appointment, students 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 receive registration codes at their advising appointments each term to complete the registration process online.

Most entering freshmen, except those in the Chicago College of Performing Arts (https://www.roosevelt.edu/CCPA.aspx), have their first advising experience during a Starting Out At Roosevelt (https://www.roosevelt.edu/Registrar/SOAR.aspx) session before they begin their studies (CCPA students are advised by a Performing Arts advisor). Professional advisors from Undergraduate Academic Advising (https://
Definitions

Course and credit information

Assessment for English and Mathematics

Roosevelt University assesses all undergraduate students for placement into English and mathematics courses. Placement is determined either by ACT or SAT scores, if those scores have been received within the past two years, or by the Roosevelt University Assessment (https://www.roosevelt.edu/rua.aspx#schedule). Transfer students should consult the Roosevelt University Assessment page for more detail.

Degree Works

All degree-seeking students entering Roosevelt as of fall 2014 and later will have a Degree Works (https://www.roosevelt.edu/Registrar/DegreeWorks.aspx) audit that details the exact requirements that must be met for graduation.

Credit for academic work completed at Roosevelt University is earned in credit hours. Courses listed in the catalogs are 3 credit-hour courses unless otherwise noted. A 3-credit-hour class meets 2.5 clock hours per week for 15 weeks (2.5 hours x 15 weeks = 37.5 contact hours per term). Longer periods are required for one credit hour in laboratory courses and certain applied courses in art, drawing and music. Note that in the College of Pharmacy, the academic year consists of four terms, but credit is still awarded based on credit hours.

Course load

The course load for a full-time undergraduate student is 12 to 18 credit hours per academic term. A student is considered part time if enrolled in fewer than 12 credit hours in any given semester. A student must be enrolled in 6 credit hours each term to be considered half-time.

Students are not permitted to take more than 18 credit hours without the written consent of the dean of the college in which they are 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 credit hours of work during the fall and spring and 6 credit hours of work in the summer.

Course numbering system

Courses offered at Roosevelt University are identified by a subject area abbreviation and number. The course numbering system helps advisors and students find appropriate courses. Numbers also differentiate courses that are appropriate for particular populations of students. Courses are categorized in the following levels:

- 000-099 Developmental and English Language Program courses (these do not count toward the hours required for the degree).
- 100-399 Undergraduate level.
- 400-499 Master’s level.
- 500-599 Master’s/doctoral level.
- 600-799 Doctoral level.

Experiential learning

Roosevelt University may accept up to 30 credit hours of prior learning credit from various sources, including Advanced Placement exams, International Baccalaureate exams, College Level Examination Program exams, American Council on Education credit recommendations, military training.

Individualized class sections

Individualized sections are sections that are created at the student’s request (upon the approval of the instructor) for a specific purpose. They are not listed in the schedule/Coursefinder (https://www.roosevelt.edu/Registrar/Schedule.aspx) online and may include theses, dissertations, project research, master’s degree projects, doctoral projects, internships, independent studies, and courses by arrangement. Only degree-seeking students are eligible to enroll in individualized sections or independent studies classes. Students may register until the term is 60% complete. Online registration is not available for an individualized section.

International students

Students in F-1/J-1 status must be full time (12 credit hours) during the fall and spring semesters. Summer attendance is not required.

Transfer Credit Policy

Roosevelt accepts college-level credit from regionally accredited colleges and universities. A maximum of 66 credit hours from a two-year institution (associate of arts or associate of science degree programs) may be applied toward a Roosevelt degree. Courses from two-year institutions transfer as lower-level (100- or 200-level) credit. A maximum of 90 hours from a four-year institution may be applied toward a Roosevelt degree; the final 30 credit hours must be completed at Roosevelt.

Roosevelt accepts courses with grades of D- or higher for most general education courses; for English composition courses and ACP 110, the grade required is a C-. Grades of C- are generally required in courses in the major as well.

See the full Transfer Credit Policy (https://www.google.com/url?q=https://www.roosevelt.edu/~~/media/Files/pdfs/Policies/Academic/TransferCredit.ashx%3Fla
Grading and grade options

Auditing courses
Students may audit selected courses. Students auditing a course attend classes consistent with the instructor’s attendance policy and may participate in any or all course requirements and examinations. No academic credit is granted for the course, and the grade of audit (AU) is the only grade recorded. It cannot be changed to another grade at a later date. The cost of an audited course is 50% of the regular tuition plus all applicable fees. Credit hours for an audited course cannot be included in the credit hour load for financial aid eligibility.

Grades
A student’s academic progress is indicated by grades A, A-, B+, 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)
See Pass/Fail Grade Option, below.

IP (in progress)
The grade IP is given only in specific courses designated by a college, such as independent study, thesis, 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 may be issued only in the situation in which a small portion of the total semester’s work needs to be completed (for example, the student must take a final examination, complete a paper, or similar requirements); when the student is academically able to complete the work; and when the student has presented a satisfactory rationale and a reason to the instructor for not completing the work within the deadline of the regular semester.

Students must complete the remaining course requirements by the date required by an instructor and reported in RU Access. A student may also be given an extension of an Incomplete due to extraordinary circumstances, such as, for example, when an 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 (https://www.roosevelt.edu/~uds-cse&usg=AFQjCNFFe-4QL2mR-Sk-J5ZXpPipZ7w) on the university’s web site for more detail.

W (withdrawal)
Students may withdraw from a course and receive a grade of “W” upon written request submitted to the Registrar’s Office by the published deadline on the Important Dates and Class Schedules page. Approval by a financial aid counselor is also required if the student is receiving financial aid. Students should also inform their instructor of their intention to drop courses. After the published deadline, no grade of W will be permitted for academic reasons, and the student will be graded solely on academic performance at the end of the term. Stopping attendance or notifying an instructor, advisor, or any other staff or faculty member is not considered an official withdrawal. It may result in receiving a failing grade and being responsible for the full tuition payment.

Late Withdrawal
A student wishing to withdraw from a course after the withdrawal deadline has passed may request an exception to the withdrawal policy by submitting a Petition for a Late W Grade form. Exceptions to this policy may be entertained because of extraordinary non-academic circumstances. Approval must be received from the instructor of the course, the department chair and the dean.

Pass/fail grade option
Undergraduate students may register for courses with a Pass/Fail grade option after obtaining an approval from their academic advisor. A grade of “P” indicates a quality of work at the level of C or higher. The number of semester hours of such courses may not exceed one-half of the total semester hour load for that term. The total number of semester hours with Pass/Fail grades should not exceed 30 semester hours. Credit hours for which the grade of “F” is received will be counted toward degree requirements, but will be omitted from calculation of the student’s grade point average. However, a grade of “F” (Fail) will be included in the GPA calculation.

These courses are excluded from the pass/fail option:

- All English Language Program courses.
- ENG 101, ENG 102, ACP 101, and ACP 110.
- All courses in the major.
- Courses indicated as minor requirements by the academic department.
- The supporting science courses for the Bachelor of Science degree.
- Music courses for Music and Music Education majors.
- Major, core courses, and specific course requirements in the Heller College of Business.

Repeated courses
A student may repeat a 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 record, only the course with the highest grade is used for the calculation of hours earned and in computing the GPA. The policy does not entitle the student to a retroactive degree or honors, and does not change the historical recording of academic standing. Students must contact their academic advisor to obtain approval to repeat a course.
Registration procedures

- See the How to Register webpage (https://www.roosevelt.edu/Registrar/Registration.aspx) for guidance in registering.
- See the Withdrawing from Classes webpage (https://www.google.com/url?q=https://www.roosevelt.edu/Registrar/Registration/ Drop.aspx&sa=U&ved=0ahUKEwjlsNmVy8vNhUrQMKHYXeDhMQgEMAA&client=internal-uds-cse&usg=AFQjCNEiG_FQHF1VFJA5NQOs-hS971ts3Q) for guidance in withdrawing.

Cancelled classes

The university reserves the right to cancel classes. If a student is registered for a class that is cancelled, student will be dropped automatically and will 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 counselors about implications for their aid.

Final grade grievances

The procedure detailed below should be followed for appeal of final grades. All student appeals must begin with the instructor conference.

Instructor conference

The student must first request, in writing, a conference with the instructor to explain the reason for the appeal and seek a resolution. For fall-semester grades, the request must be made no later than seven (7) calendar days after the start of the spring semester. For spring- and summer-semester grades, the request must be made no later than 14 calendar days after the start of the fall semester. The instructor then responds to the student within 14 calendar days of the student's request.

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 when the student believes that one of the following circumstances occurred:

1. Grades resulting from deviations in the instructor's established and announced grading procedures.
2. Errors in application of grading procedures.
3. Modification of grades for non-academic reasons.
4. 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, the student must request, in writing, to meet with the instructor's department chair or program director. This request to meet with the instructor's department chair or program director must be made within seven (7) calendar 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 conducts an investigation, prepares a written report of his/her findings, and delivers the findings through official university correspondence to the student and the dean of the college within 14 calendar days of the student conference.

College dean conference

If the student desires to appeal the findings and decision of the college dean or program director, a written request for a conference with the college dean or dean's designee must be filed by the student within seven (7) calendar days of the issuance of the official university correspondence of the decision by the department chair or program director. The college dean or dean's designee 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 or dean's designee. The college dean or dean's designee will confer with the student and prepare a concise written report of his/her findings and deliver the findings through official university correspondence to the student within 14 calendar days of the student conference.

Appeal to the provost

If the student desires to appeal the decision of the college dean, the student may appeal to the provost within seven (7) calendar days of the issuance of the decision of the college dean or dean's designee. The student must submit, in writing, the appeal and supporting documentation to the Office of the Provost. The provost or provost's designee will examine all the documents relevant to the case and collect additional information, if necessary. The provost or provost's designee will make a determination and inform the student of the decision in writing, delivered through official university correspondence. The Office of the Provost will keep a record of all meetings, conferences, and investigations relevant to the case. The decision of the provost or provost's designee is final.

General Education

All undergraduate degree programs require a series of general education courses, specific courses or subject areas taken outside the major. General education requirements are detailed on the Requirements tab for each major's listing in this catalog; courses required to fulfill general education requirements vary by college and sometimes by degree program.

Placement into English Composition and Mathematics courses is determined either by students’ ACT or SAT scores or by their scores on the Roosevelt University Assessment (https://www.roosevelt.edu/RUA.aspx). Transfer students may not need to take the RUA if they have transferable classes appropriate for their degrees. Email the Office of Undergraduate Academic Advising (advising@roosevelt.edu) to confirm whether the RUA can be waived.

General education English Composition requirements

Fulfillment of the University Writing Requirement varies for each individual student and is dependent upon prior course work and test scores, either on the Roosevelt University Assessment or on SAT or ACT scores. ENG 101 COMPOSITION I: CRITICAL READING & WRITING and ENG 102 COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH, completed at Roosevelt with a grade of C- or higher, will normally satisfy this requirement.
General education Mathematics requirements

Students will be placed into Mathematics courses based on the requirements of their majors and by their ACT or SAT scores, if those tests have been taken within two years of the semester entered. Students are strongly encouraged to take the Roosevelt University Assessment (https://www.roosevelt.edu/RUA.aspx) test to ensure proper placement into an appropriate-level Mathematics course. Students who do sufficiently well on this exam may have some of their prerequisite coursework waived. Students without an ACT or SAT score taken within the past two years are required to take the RUA.

Students who have passed MATH 095 DEVELOPMENTAL MATHEMATICS, MATH 096 DEVELOPMENTAL MATH FOR COLLEGE ALGEBRA, or who have been advised that they do not need to take a Math course should consult an advisor in their major or in the Mathematics program before taking their next Math course. Students who believe that their RUA score or ACT or SAT score does not adequately reflect their placement should consult with their advisor about the Math PreP program (https://www.roosevelt.edu/CAS/Programs/MATH/Math_Prep.aspx).

Courses

Students may count no more than 12 credit hours in Mathematics courses at the 100 level toward graduation.

- MATH 095 DEVELOPMENTAL MATHEMATICS and MATH 096 DEVELOPMENTAL MATH FOR COLLEGE ALGEBRA are developmental Mathematics courses designed to prepare students for college-level coursework. They do not count toward the 120 credit hours required for most undergraduate degrees, although they are considered 3-credit courses for purposes of billing and for determining student full-time/part-time status. These courses feature self-paced individualized coursework. While it is possible to finish the coursework in one semester, many students take more than one semester to complete the work. The course may be repeated up to four times. Most of these courses make use of web-based software that must be purchased. For most courses, this includes an electronic textbook; students who prefer a paper text would need to purchase that separately.
- MATH 095 DEVELOPMENTAL MATHEMATICS is the prerequisite for MATH 105 FOUNDATIONS OF ARITHMETIC, MATH 110 QUANTITATIVE LITERACY, MATH 115 QUANTITATIVE & SPATIAL REASONING, and MATH 116 FINITE MATHEMATICS. Students may test out of MATH 095 DEVELOPMENTAL MATHEMATICS or they may take MATH 096 DEVELOPMENTAL MATH FOR COLLEGE ALGEBRA to fulfill this prerequisite.
- MATH 096 DEVELOPMENTAL MATH FOR COLLEGE ALGEBRA is the prerequisite for MATH 121 COLLEGE ALGEBRA. Students may test out of MATH 096 DEVELOPMENTAL MATH FOR COLLEGE ALGEBRA.
- Undecided students who are placed into developmental Mathematics are advised to take MATH 096 DEVELOPMENTAL MATH FOR COLLEGE ALGEBRA.
- MATH 105 FOUNDATIONS OF ARITHMETIC and MATH 115 QUANTITATIVE & SPATIAL REASONING are specifically designed for Elementary Education and Early Childhood majors.
- MATH 110 QUANTITATIVE LITERACY 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 FINITE MATHEMATICS is for majors in the Heller College of Business.
- MATH 121 COLLEGE ALGEBRA is for Business students, Elementary Education students, and students going on to MATH 122 TRIGONOMETRY AND PRECALCULUS and MATH 231 CALCULUS I.

Academic Communities of Practice requirements

Students should consult with their advisors on the specific requirements of their majors for ACP courses. No placement test is required for ACP courses.

ACP 101 First-Year Seminar

All freshmen except for Theatre majors are required to take ACP 101 FIRST YEAR SEMINAR in their first term at Roosevelt. Only these students are exempt from this requirement:

- Students who are 21 or older as they enter as freshmen.
- Transfer students with 12 hours or more of university credit.
- English Language Program students who complete the required courses in ELP Advanced Level (106-109). (Students placing into ELP 110 COMPOSITION-BRIDGE LEVEL in their first term must take ACP 101; ELP students in Performing Arts may take the Performing Arts section of ACP 101 at the college’s discretion.)

Transfer students with fewer than 12 transfer credit hours who already have taken a for-credit freshman seminar course may be waived from the First-Year Seminar requirement. They should provide a syllabus for their previous course to their academic advisor for review by the First-Year Seminar program.

ACP 110 Primary Texts

- Successful completion of ACP 101 is the prerequisite for ACP 110 PRIMARY TEXTS, except for Theatre students, who do not take 101.
- ACP 110 generally should be taken in the second term of enrollment.
- A final grade of C- or better is required for successful completion of ACP 110.

ACP 250 Grounds for Change

Students who started college at Roosevelt should take ACP 250 GROUNDS FOR CHANGE at the end of their sophomore year or the start of their junior year, at the latest. Students who transfer into RU as juniors should take ACP 250 in their first term at RU.

Grounds for Change courses are listed under the ACP heading in the Coursefinder (https://www.roosevelt.edu/Registrar/Schedule.aspx) schedule and are also listed under the subject area offering the course.

Graduation policies

Application for graduation

Students expecting to graduate must complete a graduation application by the published deadline on the Graduation Deadlines webpage. (https://www.roosevelt.edu/Registrar/Graduation.aspx) Attending the commencement ceremony is optional and separate from the graduation application and the conferral of a degree.


Graduation Fiscal Policy
As a student, you are responsible for all tuition, fees and other associated costs assessed as a result of registration and/or receipt of services from Roosevelt University. Roosevelt University will withhold all diplomas, transcripts, and other official statements (such as Letters of Completion) from students with any outstanding debts to the University.

Graduating with honors
Undergraduate honors
The minimum requirement for nomination is a 3.75 grade point average (students who enrolled prior to fall 2004 require a minimum GPA of 3.5). Bachelor's degree candidates who meet these criteria will receive a letter of nomination by mail for the Franklin Honors Society.

Undergraduate departmental honors
Bachelor's degree candidates may be awarded departmental honors according to their department's requirements. Questions should be directed to the department's chairperson.

Other grievances
Procedures for handling student concerns other than final grade appeals
If a student has a concern about a faculty member other than a final grade appeal, the student should first discuss the concern directly with the faculty member. In many cases, the communication of the concern will lead to an improved understanding between the faculty member and the student and result in an immediate adjustment of expectations on the part of one 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 takes a concern about a faculty member to a university official other than the department chair or program director, the official should direct the student to the appropriate person 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 to resolve the issue.

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.
Welcome to the Graduate Catalog of Roosevelt University. This catalog provides official information on graduate academic programs and policies in effect at the university for the academic year 2016-2017. The catalog is the university’s “contract” with its students about its academic offerings.

**What this catalog means for you**

Students enrolling in the university for the first time this year will follow the requirements in this catalog until they graduate or leave the university. A student who leaves Roosevelt for a period of time may not be able to complete the original program, if it has been revised during the student’s absence from Roosevelt.

**How to use this catalog**

- Under the Programs A-Z tab, above, are the current requirements for programs offered to graduate students.
- Under the Courses A-Z tab, above, is current course information, including the number of credit hours and prerequisites.
- Under the Academic Policies tab, above, is information on university-wide policies and links to important procedures such as registering for classes and applying to graduate.

**In addition ...**

- The six colleges at Roosevelt offering graduate programs also have policies of their own, meaning that it’s important to consult those entries in the catalog as well.
- The catalog lists all courses; not all are offered each term. Check the Coursefinder (https://www.roosevelt.edu/Registrar/Schedule.aspx) to determine offerings for a specific term.

**Students are responsible for:**

- Reviewing, understanding, and following university-wide rules, regulations, and requirements in the catalog.
- Reviewing, understanding, and following the degree requirements for programs in which they are enrolled.
- Consulting with professional and/or faculty advisors with questions about requirements or policies.
- Enrolling in courses that fulfill their degree requirements.

The requirements presented in the catalog also will be reflected in the Degree Works (https://www.roosevelt.edu/Registrar/DegreeWorks.aspx) system, which students, faculty, and advisors use to track students’ progress in their majors.

*Roosevelt University reserves the right to make changes in course, scholastic and admission requirements, tuition and fees, payment plans, examinations, room and board rates, and in other areas. This catalog is revised annually and published online for each academic year.*
ADMISSION

Application for graduate study may be made to the Office of Admission (https://www.roosevelt.edu/apply) online. Students are urged to apply six to 12 months before the semester in which they plan to enroll; the Office of Admission processes applications on a continuous basis.

Requirements and deadlines for admission to graduate degree and certificate programs and the distinct requirements for specific programs are available on the Graduate Admission web page (https://www.roosevelt.edu/Admission/Graduate/Requirements.aspx).

Admission status

Admit: a degree-seeking student whose application is complete and who meets all admission standards of the specific graduate program. All regular graduate students are assigned a program advisor, and all programs of study must be approved by the program advisor.

Admit on probation: a degree-seeking student who does not fully meet the admission requirements of the specific college or program to which he/she has applied. A probationary student may be recommended for regular student status by the graduate advisor upon completion of two graduate courses at Roosevelt University with grades of B or higher and a cumulative grade point average of 3.0 on a 4.0 scale, provided the student has met program requirements for continued enrollment. Some colleges do not accept probationary students. Check individual college admission requirements for details.

Student-at-large: a non-degree-seeking student who is admissible and wishes to pursue a limited course of study rather than a graduate degree. Non-degree status for some colleges or programs requires grade point average compliance and prior permission of the dean of the college and/or the program advisor. Students should check with specific programs or their acceptance of hours earned as a student-at-large; approval of applicable hours, which vary by academic program, is required by a graduate advisor after a student’s admission to degree study.

A student who is pursuing a graduate degree at another college or university may be admitted to do a limited amount of graduate work at Roosevelt upon the written recommendation of the dean of the home institution.

Change of program

Students are admitted to a specific graduate program and may be required to reapply if they wish to change their program. Change of Program forms (https://www.google.com/url?q=https://www.roosevelt.edu/~media/Files/pdfs/Registrar/GradProgramChange.ashx%3Fla=en&sa=U&ved=0ahUKEwj9iLS_44L0AhVlXyYMKHWRhCTEQFggJMAI&client=internal-uds-cse&usg=AFQjCNHOBsyy87phNRYrZrVBS8H-%7fM8N4KQ) are available online and at both campuses in the Admission Office and the Registrar's Office.

Readmission

Graduate students who have not enrolled for three consecutive semesters (excluding the summer) must submit a Readmission Application (https://www.roosevelt.edu/Admission/Apply/Readmission.aspx) to the Office of the Admission. The Office of Admission will manage the readmission process in partnership with the academic program. When program requirements have changed, requirements in effect at the time of readmission apply. If a student was previously placed on academic probation or suspended, additional action will be required. Consult the graduate Academic Standing (p. 254) policy for additional information.

Transfer credit

In most cases, up to 6 credit hours in 30-credit-hour programs and up to 9 credit hours in longer programs may be accepted for transfer credit with the approval of the program advisor. Detailed information is contained in the university’s Transfer Credit Policy. (https://www.roosevelt.edu/~media/Files/pdfs/Policies/Academic/TransferCredit.ashx?la=en) Students should request acceptance of transfer credits during their first advising appointment. Transfer credits may not be accepted after the first semester of study at Roosevelt University.

Course work at other institutions

Once enrolled as a graduate student at Roosevelt, a student must get permission of the program advisor before taking course work at another university for transfer to Roosevelt.

International students and students with foreign credentials

Complete information for international students is available on the International Admissions web page (https://www.roosevelt.edu/Admission/International/Graduate.aspx).

English proficiency

An English proficiency test, such as TOEFL, may be required for admission to a Roosevelt University graduate program. Proficiency in English must be demonstrated before academic work may be taken. Complete information appears on the English Proficiency Requirements web page (https://www.roosevelt.edu/Admission/International/ELP.aspx).

For students who need additional language training, the English Language Program (https://www.roosevelt.edu/CAS/Programs/ELP.aspx) offers a carefully planned series of courses designed to prepare non-native speakers of English for study in an American university.
FINANCIAL AID

Roosevelt offers several options for graduate students to consider in financing their education. While many graduate students fund their education through federal student loans, other possibilities include working as a graduate assistant or in the Federal Work-Study Program, receiving a partial graduate scholarship or participating in an employer-based tuition remission program.

A student interested in any source of financial assistance, including scholarships, student employment, or loans should complete the Free Application for Federal Student Aid (https://fafsa.ed.gov). Roosevelt’s financial aid priority deadline is April 1 of each year. More information about the financial aid process is available on the Financial Aid web pages (https://www.roosevelt.edu/FinancialAid/Apply.aspx). Detailed information on tuition and fees (http://catalog.roosevelt.edu/graduate/financial-aid/https://www.roosevelt.edu/StudentAccounts/TuitionAndFees.aspx) is available on the Student Accounts web pages.

Sources of financing for graduate students include:

• **Graduate assistantships** (https://www.roosevelt.edu/~/media/Files/pdfs/Admissions/GradAssistantship.ashx?la=en), which involve the student in work for his/her program or department.

• **Graduate scholarships**, which are described in more detail on the Admission web pages. (https://www.roosevelt.edu/Admission/Graduate/Scholarship.aspx)

• **Tuition remission** through the ROOSTR program, which is described in more detail on the Financial Aid web pages. (https://www.roosevelt.edu/FinancialAid/FATypes/ROOSTR.aspx)

• **Loans**, both federal and private, which are described on the Financial Aid web pages (https://www.roosevelt.edu/FinancialAid/FATypes/GraduateLoan.aspx).

• **Federal work-study** positions, which are described in more detail on the Financial Aid web pages. (https://www.roosevelt.edu/FinancialAid/Info/StudentJobs.aspx)

• **Veterans' educational benefits**, which are described in more detail on the Financial Aid web pages. (https://www.roosevelt.edu/FinancialAid/FATypes/Grants.aspx)

Satisfactory Academic Progress Policy

To maintain eligibility for financial aid (federal, state, and institutional scholarships, grants, loans, and work), students must meet the requirements of Satisfactory Academic Progress, as defined by the federal government. This measures student progress toward earning a degree.

To remain in good standing with the Satisfactory Academic Progress Policy, students must:

• Complete 67 percent of all registered hours at Roosevelt.


• Maintain a cumulative grade point average of 2.0 or higher.

Additional information about Satisfactory Academic Progress, financial aid probation and termination, and financial aid reinstatement are available on the Satisfactory Academic Progress web page (https://www.roosevelt.edu/FinancialAid/Policies/SAP.aspx).

Financial Aid code of ethics

Roosevelt University Financial Aid professionals follow ethical guidelines established by both the university and the National Association of Financial Aid Administrators. These policies are available on the Financial Aid web pages (https://www.roosevelt.edu/FinancialAid/Policies.aspx).
The Chicago College of Performing Arts provides students with professional artistic training through its three divisions: the Music Conservatory, the Theatre Conservatory, and the Center for Arts Leadership.

In the burgeoning world of downtown Chicago in 1867, the Chicago Musical College, the fourth conservatory to be founded in America, was created by Florenz Ziegfeld, Sr. In 1954 the Chicago Musical College merged with the then nine-year-old Roosevelt College. The theatre and music programs were joined in 1997. In 2000, we chose the name Chicago College of Performing Arts to reflect the shared strength of our creative disciplines and to capture the greatness of the world-class city that is our home.

Today, Chicago College of Performing Arts aspires to be a pre-eminent institution, training and inspiring emerging leaders in the fields of music, theatre, education, composition, and arts administration. Our mission is to graduate students seeking careers in these creative disciplines who are confident, passionate, knowledgeable, and capable of functioning in the professional arena, and who are dedicated to the practice of art in service of the cause of human dignity and to effect positive change in their communities.

SCHOLARSHIPS

Chicago College of Performing Arts considers all students for merit scholarship awards at the time of audition, on the basis of merit, ability, financial need, and departmental needs without regard to race, religion, place of residence, national origin, or age. Scholarship awards are included in the offer of admission. Under special circumstances, matriculated students may also qualify for scholarship awards.

In general, CCPA merit scholarships are renewable until graduation, contingent upon the student's fulfillment each year of the academic and departmental requirements contained in the scholarship acceptance agreement. The college reviews student progress at the end of each academic semester and reserves the right to reduce or revoke at any time the award of a student who does not fulfill these requirements.

Complete information about scholarships is available in the CCPA Office of Enrollment and Student Services (ccpaadmissions@roosevelt.edu). (ccpaadmissions@roosevelt.edu as well as on the CCPA website https)

STUDENT HANDBOOKS

The Music and Theatre Conservatories each publishes a student handbook each year, which contains important information about organization, operations, procedures, programs, and policies. The handbooks are intended as a comprehensive and convenient guide to student life and as a practical guide for planning. They may be found online through the Resources page (https://www.roosevelt.edu/colleges/ccpa/current-students) of the CCPA website.

Students are expected to familiarize themselves with the information in the handbooks, as they are expected to understand and adhere to the policies published therein.

STUDENT CONDUCT

The curricula at CCPA are designed to develop and reinforce the habits and protocols that are standard in the professions for which students are being prepared. Continuation in good standing in the degree programs therefore relies on the student's adherence to these standards.

Students are expected to behave appropriately and professionally in all classes, rehearsals, performances, or university functions (including off-campus functions where students are representing the university through their presence and performance. Failure to do so will be grounds for disciplinary action, including but not limited to warnings, probation, loss of scholarship, or dismissal from the program.

Students found in violation of the university's policies regarding drug and alcohol use (see the University Student Handbook) are subject to the following penalties.

- After the first violation, the student will be placed on probation.
- After the second violation, the student will be placed on terminal probation and will lose all merit-based financial aid awarded by CCPA.
- After the third violation, the student will be dismissed from the program.

Music Conservatory

The Music Conservatory was founded in 1867 as the Chicago Musical College, a conservatory whose primary focus was the intensive and rigorous training of young men and women preparing for careers as professional musicians. In 1954, the Chicago Musical College became part of Roosevelt University, enhancing this tradition by adding the multifaceted educational opportunities afforded by a major university. In 1997, the Chicago Musical College joined with the university's theatre program to become the College of the Performing Arts; and in 2000, it was renamed The Music Conservatory of Chicago College of Performing Arts. The Music Conservatory and all programs it offers are accredited by the National Association of Schools of Music (NASM), of which it is a founding member.

The Music Conservatory is organized into program areas coordinated by the director. Curricula with a major in performance (piano, string, wind, brass, or percussion instruments, orchestral studies, voice, and classical guitar) and composition lead to the degree of Master of Music. The College also offers post-baccalaureate diplomas in performance, orchestral studies, chamber music and opera. A high standard of achievement has been set for all curricula.

For information on the baccalaureate programs, consult the university's undergraduate catalog.

The Music Conservatory presents more than 150 free concerts and recitals each year, and all are open to the public. A calendar of events is available upon request. To receive monthly updates about Music Conservatory events, please sign up through the CCPA webpage (https://www.roosevelt.edu/ccpa/signup).

Admission

Applicants for the Master of Music degree should hold a Bachelor of Music degree or the equivalent. Qualified students holding a Bachelor of Arts degree with a major in music may be admitted if they fulfill departmental entrance requirements. Students' programs may be
extended by the need to complete undergraduate prerequisite courses in their field of study.

Applicants for the Performance Diploma or the Professional Diploma should hold at minimum the Bachelor of Music degree or the equivalent.

Students who wish to major in performance must present an entrance audition. Students intending to major in composition must submit a portfolio of original works (both recordings and scores, programming or other media where appropriate). Prospective students should contact the CCPA Office of Enrollment and Student Services (ccpadmissions@roosevelt.edu) and consult the CCPA website (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) to obtain the specific audition requirements for each major program.

Before registering for the initial semester, students seeking the Master of Music degree must complete diagnostic examinations in music theory, music history, and analysis. Overview courses, which do not apply toward the master’s degree, are offered for students who need review work in these areas. If the results of the examination indicate the need for overview courses, the student is required to take them in the first semester of residence. Study and review materials for the diagnostic examinations are available online through the Music Conservatory’s website. Other specialized assessments will be conducted according to the student’s major (e.g., language skills, orchestration, sight reading).

International students will be tested for English proficiency upon arrival at the University. Students whose proficiency level does not permit entry into graduate or diploma coursework will enroll for the requisite courses in the University’s English Language Program. Completion of or exemption from all courses in Level III and Composition (Bridge) are required for master’s students. Completion of or exemption from Level II Speaking and Listening and Level II Reading are required for diploma students. Required English coursework must be completed in three or fewer semesters.

Degree Requirements

All candidates for the Master of Music degree must meet the following requirements:

- Residency and enrollment of two academic years;
- Completion of departmental course requirements;
- Presentation of a recital or thesis composition in fulfillment of program requirements;
- Completion of the Graduate Comprehensive Review, an oral exit comprehensive examination.

The Graduate Comprehensive Review (GCR) consists of two components: a Coursework Review, and a Repertory Review. For the Coursework Review, the student will present a formal personal written statement summarizing the major topics, themes, and projects undertaken during the residency, including the synthesis achieved between academic studies and performance studies. The Repertory Review focuses on two works selected by the student from the graduate recital program (for performance majors) or two published works by a living composer (for composition majors). The student will discuss each piece with a faculty committee, integrating its analytical and structural aspects, historical context, and performance-related features.

The GCR will be presented during the final semester of residency. Grading for the Review is pass/fail; a failing grade may be assigned for not meeting necessary deadlines. For any grade of “fail,” the student will receive a detailed report from the faculty committee and will have up to one calendar year to retake the review and exhibit the necessary improvements.

Grades and Academic Requirements

The grades of A, A-, B+, B, and B- are the only grades that satisfy requirements for the master’s degree or diploma in a student’s major course sequence. Up to two grades of C+, C, or C- in courses outside the major, with a maximum total of six credit hours, are acceptable toward program requirements. Students must maintain a minimum grade point average of 3.0 (B) in all courses applied toward the degree or diploma. A student who fails to maintain a 3.0 average in any one semester will be placed on probation.

Up to nine credit hours of graduate coursework may be accepted in transfer, with the prior approval of the Associate Dean/Director of the Music Conservatory, provided such credit was earned at an accredited college or university and was not applied to another degree. All graduate credits offered by the candidate for the master’s degree or diploma must have been earned within six calendar years.

Each candidate plans her/his course of study with an adviser. Employed students are expected to limit their course loads to the amount of work they can complete without sacrificing quality.

Academic policies

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

Attendance

Regular and punctual attendance at classes, 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 habituate 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 the expectation in the Music Conservatory, even if attendance 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.

Perfect attendance in applied music subjects (private lessons) is expected. If a student must cancel a lesson for unavoidable reasons, the instructor should be notified 24 hours in advance 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 and instructor are 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. Students who miss three or more lessons with notification will not be permitted to present the jury examination at the end of the semester or to receive a final grade. Students who do not appear for the required jury examination at the end of the semester will receive a failing grade in the course.

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. Please
see Ensembles below for additional information. Students are expected to attend all rehearsals and performances.

**Ensembles**

Enrollment in ensembles is contingent upon placement and assignment. All students in the Music Conservatory are required to participate in all ensembles to which they are assigned by the associate dean/director and the program heads. Students who are assigned or receive permission to enroll as zero-credit participants in any ensemble will receive a grade; they must complete the same requirements as students enrolled for credit. Assignments are made at the beginning of each semester following placement and seating auditions.

A yearly calendar of ensemble schedules, including all rehearsals and performances, is published and distributed to students and faculty prior to the start of the fall semester. This calendar (called "The Book") exists in two editions, one for instrumentalists and one for singers. It allows students to plan ahead and to fulfill their required attendance obligations. Excused absences from ensemble services may occasionally be granted (e.g. for competitions, auditions, professional performance opportunities, or illness) with appropriate advance notice and documentation. All requests for excused absences are administered by the Performance Activities Office of the Music Conservatory according to the policies published in the Books.

**Performance classes and performance attendance**

Departmental performance classes, master classes, and special recitals offer students the opportunity to gain experience and poise in public appearances. Attendance at departmental performance classes is required of all students in the Music Conservatory every semester and is a requirement for graduation.

The faculty of the Music Conservatory strongly advocate for student attendance at a wide variety of performances. Music does not exist without the listener, and we, as musicians, can help to build the audiences of the future by being contributing members of the listening public. Accordingly, the Music Conservatory’s performance attendance requirement is dispersed across all programs; each one mandates appropriate attendance at in-house and professional performances through its various course syllabi.

**Music Composition, MM**

**Offered in:** Chicago

The Music Composition program challenges dedicated individual composers to develop and hone their creative skills. The goals of the program for all students are to:

- Cultivate the ability to utilize all of the building blocks of music (pitch, rhythm, meter, tension and relaxation, formal structure) to create a diverse portfolio of works.
- Gain the necessary professional skills: rehearsal, communication, promotion, publication, and networking.
- Explore various musical languages and styles in pursuit of the formation of their own unique voices.

At the graduate level, the faculty emphasizes the creation of extended works, breadth of technique, and the synthesis of influences, experiences and abilities that results in the emergence of a personal style. The culminating final project (thesis) is an original composition of significant proportions.

Four public composition recitals each year, as well as multiple opportunities for collaboration with other programs such as dance, piano, and opera, provide students with ample and regular opportunities to work with other musicians to prepare formal performances of their own compositions. The graduate recital demonstrates growth and progress in the student’s portfolio over four semesters of study and the ability to compose works of sophistication and expanded length for larger ensembles. A complete listing of program requirements is published in the Music Conservatory Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/%7E/media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516 ashes%3Fla%3Den%26sa=U&ved=0ahUKEwJxavptNDAikV9YMKHahBe0QFggEAMA&client=inteluds-cse&usg=AFQjCNHHzIet7AWGAA7big4eqSyDbZL&sg).

**Admission Requirements**

Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for audition requirements for composition majors.

**Requirements**

For the thesis project, the candidate for the Master of Music in composition must compose a work of significant proportions, such as a work of 10-12 minutes for orchestra or wind ensemble; a 15-20 minute work for large chamber ensemble (10-15 performers); or a 15-20 minute electroacoustic work. Two copies of the full score (or recordings and programming if appropriate) and one set of parts must be submitted to the student’s committee by April 1 for spring graduation or November 15 for fall graduation. All candidates must present a recital of original music, including program notes, of at least 30 minutes duration (at least two works). All music on the recital is to be written during the student’s residency at CCPA. The thesis composition may be programmed on the recital. The program for the recital must be approved by the primary composition teacher no later than six weeks in advance of the recital date. During the final semester in residence, students will give a presentation on their composition portfolio and compositional techniques and influences in the Composition Seminar.

The minimum passing grade in the major sequence (MCMP 411 GRADUATE COMPOSITION I through MCMP 414 GRADUATE COMPOSITION IV) is B-.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAS 401</td>
<td>STYLE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>One MAS course in Music 1900-1950</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One MAS course in Music Since 1950</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MCMP 225</td>
<td>COMPOSITION SEMINAR (four semesters required)</td>
<td>0</td>
</tr>
<tr>
<td>MCMP 411</td>
<td>GRADUATE COMPOSITION I</td>
<td>4</td>
</tr>
<tr>
<td>MCMP 412</td>
<td>GRADUATE COMPOSITION II</td>
<td>4</td>
</tr>
<tr>
<td>MCMP 413</td>
<td>GRADUATE COMPOSITION III</td>
<td>4</td>
</tr>
<tr>
<td>MCMP 414</td>
<td>GRADUATE COMPOSITION IV</td>
<td>4</td>
</tr>
<tr>
<td>MCMP 490</td>
<td>THESIS</td>
<td>2</td>
</tr>
<tr>
<td>MTA 402</td>
<td>ADVANCED ORCHESTRATION</td>
<td>3</td>
</tr>
<tr>
<td>MTA 425</td>
<td>INTRODUCTORY ELECTROACOUSTIC MUSIC</td>
<td>3</td>
</tr>
<tr>
<td>MTA 426</td>
<td>ELECTROACOUSTIC MUSIC II</td>
<td>3</td>
</tr>
<tr>
<td>PIA 401</td>
<td>PIANO (MINOR) (or other instrument with permission)</td>
<td>2</td>
</tr>
<tr>
<td>PIA 402</td>
<td>PIANO (MINOR) (or other instrument with permission)</td>
<td>2</td>
</tr>
</tbody>
</table>
Music Performance - Classical Guitar, MM

It is the goal of the Classical Guitar Program to provide the training and background necessary to function in the multi-faceted career of professional classical guitarist. The graduate program’s objectives are to:

- develop and refine technical and musical abilities through the study and performance of challenging works from the traditional and modern repertories;
- provide ongoing solo and ensemble performing experiences;
- develop principles and methods for teaching, with emphasis on critical listening, problem solving, verbal articulation, psychological insights, communication, inspiration, and clarity;
- develop skill to effectively transcribe repertoire from other instruments for guitar.

Graduate applied study is aimed at developing a technically and artistically demanding, final recital. All technical studies presented at juries, and all repertory performed in juries and programmed on the recital, are at the discretion of the teacher. For further information, consult the program requirements in the Music Conservatory Student Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/%7E/media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Flang%3Den&sa=U&ved=0ahUKEwi6842JxtDNAhWDOCYKhdxCrUQFggEMAA&client=internal-Music_Student_Forms%26usg=AFQjCNHHZIet7AWGA7big4eqSy0sbzl_sg).

Admission requirements

Please consult the CCPA Admission and Audition Information webpage for the Classical Guitar audition requirements (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx).

Requirements

The minimum passing grade in the major sequence (GUIT 411 GUITAR (MAJOR) through GUIT 414 GUITAR and GUIT 420 SOLO RECITAL) is B-.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAS 401</td>
<td>STYLE AND LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>Music Academic Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>ENS 409</td>
<td>CLASSICAL GUITAR ENSEMBLE</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 411</td>
<td>GUITAR (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 412</td>
<td>GUITAR (MAJOR)</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 413</td>
<td>GUITAR</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 414</td>
<td>GUITAR</td>
<td>4</td>
</tr>
<tr>
<td>GUIT 420</td>
<td>SOLO RECITAL</td>
<td>1</td>
</tr>
<tr>
<td>PERF 434</td>
<td>COMPREHENSIVE GUITAR TECHNIQUE</td>
<td>2</td>
</tr>
<tr>
<td>PERF 436</td>
<td>HISTORY AND PERFORMANCE OF GUITAR LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>PERF 438</td>
<td>CAREER SEMINAR FOR CLASSICAL GUITAR MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>PERF 499</td>
<td>GRAD COMPREHENSIVE REVIEW</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credit Hours: 40

1 Music academic electives will include a minimum of two MAS (Music Academic Studies) courses. One other 400-level course in subject area MCMP (Music Composition), MTA (Music Theory and Analysis), or MUHL (Music History and Literature) may be used in fulfillment of this requirement.

Music Performance - Piano, MM

The goals of the Piano program are to prepare the student for the many facets of a diverse performance career (soloist, collaborative pianist, and chamber musician) and to provide the student with the musical skills and pedagogical background to become a productive teacher.

The graduate program’s objectives are to:

- Develop and refine technical and musical abilities through the study and performance of challenging works from the traditional and modern repertories.
- Provide ongoing solo and ensemble performing experiences; expand the student’s knowledge of the family of keyboard instruments and relevant performance practices.
- Introduce principles and methods for teaching adult students, from beginning through advanced levels, including instructional techniques for group piano classes.
- Provide opportunities to investigate musical topics and repertories in academic courses.

No prescribed technical or repertory requirements are in place for graduate students. The four semesters of applied study are directed toward building strengths, addressing areas of weakness or deficiency, and preparing a recital program of major works from the piano repertory that is at least 60 minutes in length and encompasses at least four stylistic periods (including at least one 20th or 21st century work). For further information, consult the program requirements in the Music Conservatory Student Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/%7E/media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Flang%3Den&sa=U&ved=0ahUKEwi6842JxtDNAhWDOCYKhdxCrUQFggEMAA&client=internal-Music_Student_Forms%26usg=AFQjCNHHZIet7AWGA7big4eqSy0sbzl_sg).

Students may elect to earn the Cognate in Collaborative Piano, a two-year sequence of background courses and practica in vocal and instrumental collaboration, by completing PERF 461 VOCAL COLLAB FOR PIANISTS, PERF 462 VOCAL COLLAB FOR PIANISTS, PERF 463 INSTR COLLAB FOR PIANISTS, and PERF 464 PRACTICUM: INSTR ACCOMP. The sequence can be completed concurrently with the master’s degree, and brings the total hours earned to 43. One year of the sequence may be taken in fulfillment of MM requirements, as indicated below.

Admission requirements

Please consult the CCPA Admission and Audition Information webpage for audition requirements for piano.
Requirements
The minimum passing grade in the major sequence (PIA 411 PIANO (MAJOR) through PIA 414 PIANO (MAJOR) and PIA 420 SOLO RECITAL) is B-.

Music Academic Electives

- Select one of the following options:
  - PERF 461 & PERF 462: INSTR COLLAB FOR PIANISTS and PRACTICUM: VOCAL ACCOMP
  - PERF 463 & PERF 464: INSTR COLLAB FOR PIANISTS and PRACTICUM: INSTR ACCOMP

Total Credit Hours 40

Music Performance - Voice, MM

The goals of the Voice program are to train singers who are skilled musicians, performance-ready and technically healthy in their approach to singing, good colleagues, artistically prepared through academic and general coursework and performance opportunities, and knowledgeable about all styles and periods of vocal repertory, including art song, opera, and oratorio.

The graduate program’s objectives are to:

- Develop and refine technical and musical abilities through the study and performance of challenging works from the traditional and modern repertories.
- Provide ongoing solo and ensemble performing experiences, including OperaFest, the spring opera, chamber music, and a public recital.
- Develop the student’s collaborative skills in recital, chamber, and opera performances.
- Develop the skills to investigate musical topics and repertories in academic courses.

Over the course of four semesters of applied study, all works and technique are at the discretion of the teacher. The recital program must include 50 minutes of music, sung in at least four languages (including English), encompassing at least four stylistic periods and arranged in chronological order. Two arias from the classic period or later may be presented. The first jury of the second year serves as the recital permission jury; the complete program is submitted for approval by the faculty, and a significant portion of the program must be memorized. For additional information, consult the voice jury and recital requirements published in the Music Conservatory Student Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Fla%3Den&sa=U&ved=0ahUKEwiQ64LBhP7NAhXny4MKHb9KD_iQFggaEMAA&client=intuds-cse&usg=AFQjCNHHzlEtT7AWGA7big4eqSyDsZL_s).

Admission requirements
Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for audition requirements for singers.

Requirements
Proficiency in Italian, German, and French is required for voice majors. It is expected that students will have taken at least one year of college-level study in one of these languages, and at least one semester of college-level study in the other two, as part of their undergraduate programs. Students who have not achieved this proficiency will be required to complete these courses before graduation, in addition to the coursework shown below. Options for fulfillment of language deficiencies are outlined in the Music Conservatory Student Handbook (https://www.google.com/url?q=https://www.roosevelt.edu/~media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx%3Fla%3Den&sa=U&ved=0ahUKEwiQ64LBhP7NAhXny4MKHb9KD_iQFggaEMAA&client=intuds-cse&usg=AFQjCNHHzlEtT7AWGA7big4eqSyDsZL_s). The minimum passing grade in the major sequence (VOI 411 VOICE (MAJOR) through VOI 414 VOICE (MAJOR) and VOI 420 SOLO RECITAL) is B-.

Music Academic Electives

- Select one of the following options:
  - PERF 481 & PERF 499: TOPICS FOR PROFESS SINGER and GRAD COMPREHENSIVE REVIEW
  - PERF 471: TOWARD THE PROFESS SINGER (two semesters)
  - PERF 427: OPERA ENSEMBLE (four semesters)

Total Credit Hours 40

1 Music academic electives will include at least one MAS (Music Academic Studies) course. Other 400-level courses from subject areas MCMP (Music Composition), MTA (Music Theory and Analysis), and MUHL (Music History and Literature) may be taken in fulfillment of this requirement.
Music Performance – String/Wind/Brass Instruments, Harp, and Percussion, MM

The purpose of the Orchestral Instrument Performance Programs at CCPA is to prepare students for careers as solo, chamber, and ensemble performers, and to routinize in students the habits consistent with success in the professional environment. The graduate program’s objectives are to:

• develop and refine technical and musical skills with study and performance of challenging and advanced repertory;
• provide ongoing ensemble performing experiences, with higher expectations for leadership in collaborative musical situations;
• prepare students for the rigorous demands of the music profession by teaching the discipline and self-motivation necessary to achieve excellence;
• introduce students to the traditions, operations, practices, and opportunities of the professional symphony orchestra;
• provide opportunities to investigate topics and repertories in advanced coursework.

Development of repertory and technique is assessed at juries, and at the recital presented in the fourth semester. The recital must include 60 minutes of music; the program is at the discretion of the major teacher in consultation with the area program head where applicable. Jury and recital requirements are published in the Music Conservatory Student Handbook.

Admission Requirements

Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for audition requirements for orchestral instrumentalists.

Requirements

The minimum passing grade in the major sequence (Applied Music 411-414 and the Graduate Recital) is B-.

Applied Music 411-414 (major instrument I-IV) 16
Graduate Recital 1
Performance Class for program area (four semesters) 0
Large Instrumental Ensemble 4
MAS 401 STYLE AND LITERATURE 3
Music Academic Electives 1 9
PERF 423 ORCHESTRAL SEMINAR I 1
PERF 424 ORCHESTRAL SEMINAR II 1
PERF 499 GRAD COMPREHENSIVE REVIEW 0

Major Specifics

Complete the applicable major specific requirements 4-6

Total Credit Hours 39-41

1 Music academic electives will include a minimum of two MAS (Music Academic Studies) courses. Other 400-level courses in subject areas MCMP (Music Composition), MTA (Music Theory and Analysis), or MUHL (Music History and Literature) may be taken in fulfillment of this requirement.

Major Specifics

Double Bass Only

PERF 435 ORCHESTRAL EXCERPTS - BASS (four semesters) 4

Harp Only

PERF 401 ADV STUDY/ PERF ORCH REP I 2
PERF 402 ADV STUDY/ PERF ORCH REP II 2

Violin, Viola, and Violoncello Only

Orchestral Excerpts (two semesters) 2

Violin, Viola, Violoncello, Winds, Brass, and Percussion Only

Chamber Music (four semesters) 4

Orchestral Studies (Harp, Double Bass, Woodwind, Brass and Percussion only), MM

The Orchestral Studies program prepares students majoring in a woodwind or brass instrument, harp, double bass, or percussion for careers as orchestral musicians. In addition to sustaining the graduate-level objectives of the Orchestral Instruments areas (see /graduate/performing-arts/music-performance-string-wind-brass-instruments-harp-percussion-mm/) (p. 175) it possesses the distinctive feature of intensive focus on the preparation of orchestral repertory and excerpts through an additional half-hour private lesson component and a weekly class devoted specifically to audition preparation.

Orchestral Studies majors will fulfill the jury and recital requirements for their program area. In addition, each semester they will present an excerpt jury, performing eight excerpts, chosen in consultation with the applied teacher. For further information, consult the program requirements in the Music Conservatory Student Handbook (https://www.roosevelt.edu/?E/media/Files/pdfs/CCPA/Music_Student_Forms/MUSIC-C-HANDBOOK-1516.ashx?%3Fia%3D&usg=AFQjCNHHZlet7AWGA7big4eqSyDsZL_sg).

Admission Requirements

In order to be considered for acceptance to the program, students must demonstrate significant familiarity with, and accomplishment in, orchestral excerpts and repertory, in addition to presenting the solo audition requirements for their instrument as published on the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage.

Requirements

The minimum passing grade in the major sequence (Applied Music 411-414, PERF 401-404, PERF 405 ORCHESTRAL AUDITION WORKSHOP and the graduate recital) is B-.

Applied Music 411-414 (major instrument I-IV) 16
Graduate Recital 0
Performance Class for applied area (four semesters) 0
Chamber Music 2
Performance Diploma, PED (Instrumental)

The Performance Diploma is a two-year post-baccalaureate certificate program designed for the accomplished instrumentalist who wishes to continue performance studies at an advanced level. The program is open to students majoring in classical guitar, piano, and orchestral instruments (string, harp, wind, brass, and percussion). Its objectives are to provide an intensive period of performance study and to allow students to concentrate on repertoires and genres of their choice (solo, solo/orchestral, or chamber music).

All repertory for study and performance is at the discretion of the major teacher. Two full recitals will be given, one at the end of each year in residence.

String, wind, brass, and percussion majors must enroll for both large and small ensembles each semester of residence.

Admission requirements

Please consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage for audition requirements for the performance diploma.

Requirements

Applied Music 451-454 (Major Instrument I-IV) 24
Ensembles 4-8
PERF 418 SOLO PERFORMANCE (two recitals, in the second and fourth semesters) 4
Music electives (two non-academic courses in the first and third semesters) 2-6
Total credit hours 36-44

Professional Diploma in Chamber Music

The Professional Diploma in Chamber Music is designed to provide guidance, support, and opportunities to an established post-baccalaureate string quartet seeking to develop a career as a performing ensemble. Students matriculate into the program as an ensemble, rather than as individuals.

The curriculum is focused on artistic development along with professional and outreach skills. The program contains the following components: study, coaching, and performance in the private lesson as well as the ensemble setting; participation in Orchestra; mentoring and practical experiences in professional development and community engagement.

Admission requirements

The program is open to formed string quartets, each member of which will have an earned bachelor’s degree in music, to be admitted on the basis of a successful group audition. For additional information, consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage.

Requirements

Applied Study 451-454 (Violin, Viola, or Violoncello) 8
Quartet Study (four semesters) 8
Seminar in Community Engagement (four semesters) 8
Seminar in Professional Development (four semesters) 8
ENS 402 SYMPHONY ORCHESTRA (four semesters) 4
Total Credit Hours 36

Professional Diploma in Opera

The Professional Diploma in Opera is a collaborative program offered in cooperation with the Chicago Opera Theater. It is a two-year post-baccalaureate certificate program that provides singers and pianists of exceptional career promise continued guidance in their development as artists. It is intended for young singers with a significant level of vocal training and potential who are seeking an operatic career, and pianists with a significant level of language skill and background in the operatic repertory.

Program participants are guaranteed to receive professionally compensated experience as Young Artists with Chicago Opera Theater.

Program components include weekly voice lessons, vocal and dramatic coaching, and seminars and performance classes concentrating on audition preparation.

Admission Requirements

Students who audition for the program must be admitted by the CCPA faculty for post-master’s-level study and must also be deemed acceptable by the general director of Chicago Opera Theater for its Young Artist Program. For additional information, consult the CCPA Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Auditions.aspx) Information webpage.
Requirements

The diploma consists of 36 credit hours of credit. During both the first and second years, students will take voice lessons, performance classes, private musical and dramatic coaching, and a professional seminar, and participate in a fall and spring opera production as assigned. Students will also function as Young Artists at Chicago Opera Theater, where they will understudy lead roles in current repertoire and perform small roles, chorus, and ensemble work.

PERF 27  OPERA ENSEMBLE (four semesters) 1  4
PERF 468  OPERATIC LITERATURE AND INTERPRETATION FOR OPERA-PD PIANIST (four semesters) 2  12
PERF 475  CHICAGO OPERA THEATRE DIPLOMA SEMINAR  4
PERF 478  OPERA VOCAL COACHING (four semesters) 1  4
PERF 488  DRAMATIC COACHING (four semesters) 1  4
PIA 451  PIANO (ARTIST DIPLOMA) 2  4
PIA 452  ARTIST DIPLOMA PIANO 2  4
PIA 453  ARTIST DIPLOMA PIANO 2  4
PIA 454  PIANO (ARTIST DIPLOMA) 2  4
VOI 451  VOICE (DIPLOMA LEVEL) 1  4
VOI 452  VOICE (DIPLOMA LEVEL) 1  4
VOI 453  VOICE (DIPLOMA LEVEL) 1  4
VOI 454  VOICE (DIPLOMA LEVEL) 1  4

1 For singers
2 For pianists

Professional Diploma in Orchestral Studies

The highly selective two-year post-baccalaureate Orchestral Studies certificate program is open to students majoring in a woodwind or brass instrument, double bass, harp, or percussion, who are preparing for careers as orchestral musicians. The program possesses the distinctive feature of intensive focus on the preparation of orchestral repertory and excerpts through an additional half-hour private lesson component and a weekly class devoted specifically to audition preparation.

Professional Diploma students will fulfill the jury and recital requirements for their program area. In addition, each semester they will present an excerpt jury, performing eight excerpts, applied music 454 (Major Instrument IV), and or Wind Ensemble each semester.

Admission and Audition (https://www.roosevelt.edu/Admission/CCPA/Admission.aspx) Information webpage.

Requirements

Applied Music 451 (Major Instrument I)  4
Applied Music 452 (Major Instrument II)  4
Applied Music 453 (Major Instrument III)  4
Applied Music 454 (Major Instrument IV)  4
Orchestra and/or Wind Ensemble each semester  4
PERF 405  ORCHESTRAL AUDITION WORKSHOP (three semesters)  6
PERF 411  ADV STUDY/PERF ORCH EXCERPTS  2
PERF 412  ADV STUDY/PERF ORCH EXCERPTS  2
PERF 413  ADV STUDY/PERF ORCH EXCERPTS  2
PERF 414  ADV STUDY/PERF ORCH EXCERPTS  2
PERF 418  SOLO PERFORMANCE  2
PERF 423  ORCHESTRAL SEMINAR I  1
PERF 424  ORCHESTRAL SEMINAR II  1

Total Credit Hours  38

Theatre Conservatory

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, offering baccalaureate program as well as the MA in Theatre Directing.

Roosevelt University’s Chicago campus is the home of the acclaimed Auditorium Theatre and the blockbuster hits Les Misérables, 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 presents a full season of mainstage and studio productions during the fall and spring, and all are open to the public. A calendar of events is available upon request, and monthly updates about Theatre Conservatory performances are available by signup through the CCPA webpage (https://www.roosevelt.edu/ccpa/signup).

Admission

Admission to Roosevelt University does not necessarily include admission to the Theatre Conservatory. The student entering the MA program must be a working high school theatre or drama instructor, and must present a successful interview, audition, and three letters of recommendation.

Academic requirements

The only acceptable grades for MA students are A, A-, B+, and B. Grades of C+ or C will be reviewed by the associate dean/director of the Theatre Conservatory, in consultation with program faculty, to determine if the student is required to repeat that course. A maximum of two such grades may be applied toward the MA requirements. Grades of C or lower are unsatisfactory and may not be applied toward degree requirements.
Receiving an unsatisfactory grade in a Theatre Conservatory course will be grounds for disciplinary action; receiving an unsatisfactory grade for a second time in the same class may result in dismissal from the Theatre Conservatory. Students should review the grade policies in the Theatre Conservatory Student Handbook (https://www.roosevelt.edu/~/media/Files/pdfs/CCPA/Theatre/Theatre-Student-Handbook-2012-2013.ashx%3Fla%3Den&sa=U&ved=0ahUKEwjMO4KU3-vNAhXHy4MKHFnBsiQFggEMAA&client=internal-uds-cse&usg=AFQjCNFPPh0kvf0qijDz6VZ3RSof8Lx4A) for further information.

Attendance

Punctual attendance at all classes and rehearsals is an important element of the discipline needed for a career in the performing arts, and is an important sign of respect for instructors, directors, colleagues, and oneself.

In the Theatre Conservatory, for classes that meet once a week, a student’s final grade will be lowered by one-half letter for every absence after one. For classes that meet twice a week, a student’s final grade will be lowered by one-half letter for every absence after two. In both cases, two instances of tardiness are the equivalent of one absence.

Beyond these generic guidelines, any instructor may implement additional attendance policies, which will be published in the class syllabus.

Health policy

Successful completion of coursework and degree programs in the Theatre Conservatory requires that a student be in good psychological and physical health, and have the stamina required to participate safely.

The conservatory recommends that students undergo regular medical checkups and report any preexisting vocal, physical, or psychological conditions that might affect their work to the appropriate Theatre faculty member.

Because of the specialized nature of the work involved in theatre training, a general physical examination might not be sufficient to detect conditions such as vocal or orthopedic pathologies. When deemed necessary by a faculty member, students will be required to consult a specialist of the student’s choice, in order to ensure that participation in coursework 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 medical professional verifying that continued participation in training work in the conservatory is not contraindicated, before the student will be allowed to re-enter the class or rehearsal.

The Theatre Conservatory faculty and the college administration will work with students to make reasonable accommodations to assignments and schedules in order to allow for necessary vocal, physical, or psychological rehabilitation. If, however, severe pathological conditions prevent satisfactory participation and/or completion of courses or the degree, a student may be required to take a leave of absence until sufficient health is regained. This determination will be made by the associate dean/director of the Theatre Conservatory, in consultation with appropriate faculty and staff.

In cases where the seriousness of the condition makes a leave of absence inappropriate, a student may be dismissed from the program.

This determination will be made by the associate dean/director of the Theatre Conservatory, in consultation with appropriate faculty and staff.

Theatre Directing, Fast Track MA

The Theatre Conservatory at Roosevelt University offers a Fast-Track Master of Arts degree in Theatre Directing to serve the needs of highly motivated, in-service high school drama teachers. In three intensive six-week summer sessions over a three-year period, students complete 30 credit hours of required course work. Students then complete their thesis productions for an additional 3 credit hours at their own schools. An appropriate representative of the faculty of The Theatre Conservatory comes to each candidate’s school to jury the thesis production.

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

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

Admission

Requirements for admission to the MA program in Theatre Directing include an audition, an interview, letters of recommendation, and official undergraduate transcripts.

Graduate transfer credit

In accordance with Roosevelt University policy, up to six hours of graduate credit taken at another accredited university and not previously applied to a completed degree may be transferred toward graduate study, upon acceptance by the university and approval of the director of The Theatre Conservatory.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAR 400</td>
<td>SPECIAL PROBLEMS IN THEATRICAL PRODUCTION I</td>
<td>4</td>
</tr>
<tr>
<td>THAR 401</td>
<td>PROBLEMS IN THEATRICAL PRODUCTION II</td>
<td>4</td>
</tr>
<tr>
<td>THAR 402</td>
<td>DRAMATURGY &amp; PRODUCTION PREPARATION</td>
<td>4</td>
</tr>
<tr>
<td>THAR 406</td>
<td>STAGE MOVEMENT AND COMBAT</td>
<td>3</td>
</tr>
<tr>
<td>THAR 407</td>
<td>VOICE AND BODY TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>THAR 408</td>
<td>PERIOD STYLES</td>
<td>3</td>
</tr>
<tr>
<td>THAR 411</td>
<td>STAGE DIRECTION: LITERARY ADAPTATION</td>
<td>3</td>
</tr>
<tr>
<td>THAR 448</td>
<td>STAGE DIRECTING I</td>
<td>3</td>
</tr>
<tr>
<td>THAR 449</td>
<td>STAGE DIRECTING II</td>
<td>3</td>
</tr>
<tr>
<td>THAR 494</td>
<td>THEESIS PRODUCTION/PROJECT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

For the Fast Track rotation schedule, contact the CCPA Admission Office at (312) 341-6735.
The Center for Arts Leadership is a multi-faceted division whose mission is to educate the new generation of socially conscious artistic leadership, and to facilitate and support the development of the university’s core dispositional concepts as they are manifested in the artist-citizen:

• Community/citizenship.
• Ethics/values.
• Cultural identity.
• Life-long learning and personal development.

The center supports, in consultation with faculty, service-learning experiences that actively engage students and student-designed projects that emerge directly from curricula.

The center manages the following areas and activities:

• Master of Arts in Performing Arts Administration.
• Community engagement projects.
• Entrepreneurship education for students enrolled in the baccalaureate and graduate programs of the Chicago College of Performing Arts.

Performing Arts Administration, MA

The Master of Arts in Performing Arts Administration is designed to hone the skills of current and aspiring administrators. It is open to students with an earned baccalaureate degree who are employed in the field of arts management or seek a career in that field.

The program develops leaders who understand and can manage the rapidly changing dimensions of 21st century arts administration. Students within the program will take a broad range of courses in the areas of marketing, public relations, finance, development, technology, community engagement, organizational development, leadership, and facilities operations. Its unique nature lies in the hybrid structure of both online and in-person courses, as well as a faculty of expert practitioners, who are leading administrators with national and internationally prominent arts organizations.

Admission Requirements

Applicants must hold an earned baccalaureate degree in a relevant field with a minimum undergraduate GPA of 3.0 on a 4.0 scale.

An internship is required for students who do not have adequate relevant work experience. The decision to waive the internship requirement will be based on the professional resume submitted with the application, and will be made by the program director on a case-by-case basis.

Requirements

The program requires 30 credit hours of coursework, including a final synthesis project, and two summer mini-residences of two weeks each. The period necessary for completion of the program comprises four consecutive terms: Summer I, Fall, Spring, and Summer II.

Two grades below B- may be counted toward fulfillment of program requirements. A third grade below B- will result in dismissal from the program.

After completing all required courses, the student will design a Capstone Project consisting of both written and oral presentations. This project will integrate and synthesize the ideas and projects from program coursework, creating a useful and original approach to practical application of the program’s content toward building a career.

Coursework Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTM 450</td>
<td>THE ARTISTIC COMPONENT</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 455</td>
<td>ORGANIZATIONAL DEVELOPMENT AND HUMAN RESOURCES</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 460</td>
<td>MARKETING AND PUBLIC RELATIONS FOR ARTS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 465</td>
<td>FUNDAMENTALS OF FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 470</td>
<td>FACILITIES MANAGEMENT AND OPERATIONS</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 475</td>
<td>FUNDRAISING AND DEVELOPMENT FOR ARTS ORGANIZATIONS</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 480</td>
<td>TECHNOLOGY STRATEGY AND ITS ROLE IN THE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 485</td>
<td>EDUCATION AND COMMUNITY ENGAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 490</td>
<td>SPECIAL TOPICS IN PERFORMING ARTS MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 495</td>
<td>CAPSTONE:SYNTHESIS OF LEARNING</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 30
Graduate programs in the College of Arts and Sciences enable students to complete formal degrees, prepare for doctoral programs, study for professions, or continue lifelong learning. To prepare students for rewarding work or advancement in their fields, the college offers courses in the traditional arts and sciences as well as in emerging professional and technical areas.

**Actuarial Sciences, BS/MS Accelerated Program**

The mathematics and actuarial science faculty at Roosevelt offers an accelerated BS in Actuarial Science (p. 38)/MS in Mathematics with a concentration in Actuarial Science (p. 205) program to eligible students. Students entering this program can earn both a bachelor’s and master’s degree in less time than earning these degrees separately would require.

Students apply to this accelerated program at the end of their sophomore years and are accepted into the degree program during their junior years (after having completed at least 60 credit hours), then begin enrolling in graduate courses in their senior years (after completing 75 credit hours) and complete the requirements for the MS degree in their fifth years.

As undergraduates, eligible students may earn from 9 to 12 credit hours (taking three or four graduate-level courses), which are applied toward both the undergraduate degree and the graduate degree. Graduate courses taken during the student’s senior year will depend on the courses the student has remaining to complete in the undergraduate degree in actuarial science. Once the student completes the BS, the graduate-level courses taken as an undergraduate will be transferred to the student’s MS transcript.

**Admission**

Applicants must have a desire to become professional actuaries and must be either:

1. Actuarial Science (p. 38) majors at Roosevelt University, minoring in both Finance (p. 147) and Computer Science (p. 54), having a 3.25 GPA (or better) in all actuarial science or mathematics courses taken at Roosevelt, with a minimum of three of these courses by the time of application, or other evidence of scholarly capability. Students should apply at the end of their sophomore years.
2. High school students accepted into the BS in Actuarial Science with a 3.5 GPA (or higher) and a 25 ACT (or higher), or other evidence of scholarly capability.

Accepted students must also agree to finish the MS in mathematics with a concentration in actuarial science (p. 205) program at Roosevelt and maintain good standing in master’s-level courses.

Acceptance into the program will be decided by a departmental committee.

**Degree awards**

The BS is awarded when all undergraduate requirements are completed (with substitution of three or four graduate-level courses for three or four undergraduate courses). The MS is awarded when all graduate requirements are completed.

**Application deadline:** May 1

**Biology, MS**

The Master of Science program in Biology prepares students for employment in a variety of professional settings and for further study toward doctoral degrees. It is a comprehensive biological science program in which students may focus their studies in cellular/molecular biology, physiology/developmental biology, conservation ecology, or biochemistry. The program is appropriate for students holding a baccalaureate degree in biology, health science, or related sciences, or for those who have taken the prerequisite undergraduate courses.

The emphasis of the Biology MS degree program is to develop practical research skills and a thorough conceptual foundation in the field of biological science. Students in the program receive:

- Graduate-level coursework in a rigorous, yet flexible and broad-based curriculum.
- An academic environment that fosters collaboration among students.
- Personal attention from experienced faculty.
- Advising and mentoring in academic, volunteer, research and internship opportunities that enhance student skills before transitioning to doctoral programs, professional school, or the workforce.

The program is course-based and includes a one-semester research experience. Students who are prepared for additional research training may pursue a master’s thesis under the sponsorship of a department faculty member.

**Admission**

Applicants should consult the general requirements for admission to graduate programs in the College of Arts and Sciences (https://www.roosevelt.edu/Admission/Graduate/Requirements/CASReqs.aspx) on the Roosevelt University web site. Graduate faculty members will evaluate each applicant’s individual record of academic achievement, professional experience and self-assessment. Weakness in one or a few areas of preparation will not preclude a positive admission decision.

**Application Materials**

- **Graduate application:** Application to the College of Arts & Sciences at Roosevelt University.
- **Official transcript(s):** Official transcripts from all undergraduate and graduate institutions attended.
- **Resume/Curriculum vita:** Students should provide a detailed account of their academic and extracurricular experiences. Include employment, teaching, leadership, and research experiences as appropriate.
- **Personal statement:** This brief (one-page) personal statement conveys the student’s motivation for his/her chosen career. If the student has a personal statement from a central admissions service, this may be submitted.
- **Two letters of recommendation:** Two letters of recommendation appropriate for a professional school application. Referees may include professors, academic advisors, employment supervisors, or others familiar with students’ preparation for graduate study.
• Official GRE, MCAT, PCAT or DAT score (recommended): Official score in one of the graduate admissions tests that is no more than three years old.

Prerequisites

Applicants to the MS Biology program must hold a baccalaureate degree with a minimum cumulative GPA of 3.0 (4.0 scale) and must have completed the academic requirements described below.

• Mathematics through integral calculus
• Chemistry through the second semester of organic chemistry
• Physics through the second semester of physics with calculus
• Biology through introductory biology

Students lacking these prerequisites may be admitted provisionally until they have been completed satisfactorily (grade of B- or better). None of the prerequisite courses may be used toward fulfillment of the requirements for the master's degree.

Graduate transfer credit toward the degree must be approved by the faculty in each concentration and is limited to 9 credit hours.

Advising

New students must consult with the graduate program director upon admission to the graduate program. Each graduate student is required to meet with a graduate advisor at least once each semester to select appropriate courses for the following semester. Continuing students who have completed at least one semester of graduate study (or 6 credit hours) with a grade average of 3.0 or higher should consult with their advisors to discuss research and independent study opportunities.

Requirements

The Master of Science degree in Biology requires a minimum of 36 credit hours, at least 27 of which must be completed at Roosevelt University. Students may focus their studies in the areas of cellular and molecular biology, physiology and developmental biology, conservation ecology, or biochemistry. See below for recommended courses in each area of focus.

Research and Independent Study Opportunities

All students must complete 3 credit hours of research training by enrolling in either Research in Biology under the sponsorship of a faculty member (BIOL 492 RESEARCH IN BIOLOGY) or in the scheduled Research Methods course (BIOL 468 RESEARCH METHODS). It is recommended that BIOL 492 RESEARCH IN BIOLOGY be taken for 3 credit hours in a single semester, but it may be taken in increments to total 3 credit hours. Following the initial research experience, qualified students may pursue advanced study toward a master’s thesis by enrolling in 3 to 6 additional credit hours of Thesis (BIOL 485 THESIS).

Independent study in literature research (BIOL 495 INDEPENDENT STUDY) and course by arrangement options are also available. These options are included in the total graduate credit hours but do not substitute for research requirements. No more than 10 total credit hours may result from independent study or research, unless approved by the graduate program director.

Recommended courses

The remaining coursework may be chosen from the appropriate list below or from other scheduled courses in BIOL, CHEM or BCHM at the 400-level.

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 492 RESEARCH IN BIOLOGY</td>
</tr>
<tr>
<td>or BIOL 468 RESEARCH METHODS</td>
</tr>
</tbody>
</table>

### Biochemistry

| BCHM 420 PHYSICAL CHEMISTRY FOR BIOSCIENCE |
| BCHM 444 BIOINORGANIC CHEMISTRY |
| BCHM 454 EXPERIMENTAL METHODS IN BIOCHEMISTRY & BIOTECHNOLOGY |
| BCHM 457 ADVANCED BIOCHEMISTRY |
| BCHM 464 PROTEIN STRUCTURE DETERMINATION |
| BCHM 493 BIOCHEMISTRY SEMINAR |
| BIOL 453 MOLECULAR BIOLOGY |
| BIOL 458 CELL BIOLOGY |

### Cellular and Molecular Biology

| BCHM 454 EXPERIMENTAL METHODS IN BIOCHEMISTRY & BIOTECHNOLOGY |
| BCHM 457 ADVANCED BIOCHEMISTRY |
| BIOL 449 INTRODUCTION TO BIONANOTECHNOLOGY |
| BIOL 451 GENERAL GENETICS |
| BIOL 453 MOLECULAR BIOLOGY |
| BIOL 458 CELL BIOLOGY |
| BIOL 460 MICROBIOLOGY |
| BIOL 461 INFORMATION TECHNOLOGY FOR SCIENCES |
| BIOL 467 IMMUNOLOGY |

### Conservation Biology

| BIOL 414 QUANTITATIVE ECOLOGY & CONSERVATION (with field experience) |
| BIOL 422 BOTANY |
| BIOL 424 MARINE BIOLOGY |
| BIOL 432 ECOLOGY OF TALLGRASS PRAIRIES (with field experience) |
| BIOL 451 GENERAL GENETICS |
| BIOL 456 DEVELOPMENTAL BIOLOGY |
| BIOL 469 CONSERVATION BIOLOGY: AFRICA (lecture and field experience) |

### Physiology and Developmental Biology

| BIOL 430 PHYSIOLOGY: MECHANISMS AND DISORDERS |
| BIOL 437 NUTRITION IN AMERICA |
| BIOL 443 CLINICAL BIOETHICS AND MEDICAL LITERATURE |
| BIOL 453 MOLECULAR BIOLOGY |
| BIOL 456 DEVELOPMENTAL BIOLOGY |
| BIOL 458 CELL BIOLOGY |
| BIOL 467 IMMUNOLOGY |

### Biomedical Sciences, MA

The Master of Arts in Biomedical Sciences degree program is designed to help students enhance their understanding of the biological disciplines that are the intellectual foundation for medical school or other
professional health science programs. The program also builds formal skills in analysis of the biomedical literature and of ethical questions that impact the medical profession. It is appropriate for students with a good overall medical school/professional school application package who need an additional opportunity to demonstrate their ability to master challenging coursework.

Students in the MABS degree program receive:

- Rigorous graduate-level coursework in the biological sciences designed to strengthen a student’s preparation for medical school/professional school.
- An academic environment that fosters a supportive community among students.
- Assistance in securing volunteer opportunities that enhance student skills before matriculating to medical school/professional school.
- Personal attention from faculty to maximize success in their classes.
- Advising services from the Pre-Health Professional advisor. This advisor will also work closely with students to optimize their application packages.

**Admission**

Applicants should consult the general requirements for admission to graduate study in the College of Arts and Sciences on the Roosevelt University web site. Graduate faculty members will evaluate each applicant’s individual record of academic achievement, professional experience and self-assessment. Weakness in one or a few areas of preparation will not preclude a positive admission decision.

**Application Materials**

- **Graduate application:** Application to the College of Arts & Sciences at Roosevelt University.
- **Official transcript(s):** Official transcripts from all undergraduate and graduate institutions attended.
- **Resume/curriculum vita:** Students should provide a detailed account of their academic and extracurricular experiences. Include employment, teaching, leadership and research experiences as appropriate.
- **Personal statement:** This brief (one-page) personal statement conveys the student’s motivation for his/her chosen career. If the student has a personal statement from a central admissions service, they may submit this statement.
- **Two letters of recommendation:** Two letters of recommendation appropriate for a professional school application. Referees may include professors, academic advisors, employment supervisors or others familiar with students’ preparation for graduate study.
- **Official GRE, MCAT, PCAT or DAT score:** Official score in one of the graduate admissions tests that is no more than three years old.

**Advising**

New students must consult with the graduate program director and pre-health advisor upon admission to the graduate program. Each year’s course schedule is drawn from a suite of approved courses for the program. Students should consult the pre-health professions advisor to determine the optimum set of courses to advance their professional school preparation.

**Prerequisites**

Applicants to the MA Biomedical Sciences program must hold a baccalaureate degree with a minimum cumulative GPA of 2.8, a preliminary MCAT/PCAT/DAT/OAT or GRE score, and must have completed the academic requirements described below.

- One year of college-level mathematics; calculus is recommended
- Chemistry through the second semester of organic chemistry
- Physics through the second semester of physics
- Biology through introductory biology

Given the rigorous nature of our graduate coursework, students are strongly encouraged to have undergraduate biochemistry, anatomy/physiology, and/or microbiology courses in addition to the required courses.

**Requirements**

All students must complete 26 credit hours to earn the MA Biomedical Sciences degree.

All students are required to take BIOL 443 CLINICAL BIOETHICS AND MEDICAL LITERATURE and must also take at least one course with a lab section.

**Core Requirements**

- BIOL 443 CLINICAL BIOETHICS AND MEDICAL LITERATURE 3
- Select one course with lab section 5
- Students must complete their remaining credit hours in a curriculum drawn from the following courses:

  - BIOL 430 PHYSIOLOGY: MECHANISMS AND DISORDERS
  - BIOL 403 TOP: MAMMALIAN PHYSIOLOGY
  - BIOL 437 NUTRITION IN AMERICA
  - BIOL 439 EVOLUTIONARY PHYSIOLOGY
  - BIOL 450 CANCER BIOLOGY
  - BIOL 451 GENERAL GENETICS (with or without lab)
  - BIOL 453 MOLECULAR BIOLOGY (with or without lab)
  - BCHM 454 EXPERIMENTAL METHODS IN BIOCHEMISTRY & BIOTECHNOLOGY
  - BCHM 455 BIOCHEMISTRY
  - BIOL 456 DEVELOPMENTAL BIOLOGY
  - BCHM 457 ADVANCED BIOCHEMISTRY
  - BIOL 458 CELL BIOLOGY (with or without lab)
  - BIOL 460 MICROBIOLOGY (with lab)
  - BIOL 463 INTRODUCTION TO GENOME ANALYSIS
  - BIOL 464 PROTEIN STRUCTURE DETERMINATION
  - BIOL 467 IMMUNOLOGY (with or without lab)
  - BIOL 471 BIOLOGY OF AGING
  - BIOL 491 BIOLOGY INTERNSHIP

**Total Credit Hours** 26
Sample Course Sequence
The schedule below is provided as an example. Individualized schedules will be developed for each student in consultation with faculty advisors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell Biology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Genetics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Developmental Biology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Bioethics &amp; Medical Literature</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Immunology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Physiology: Mechanisms &amp; Disorders</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cancer Biology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

Biotechnology and Chemical Science, MS

The Master of Science degree in Biotechnology and Chemical Science (BTCS) prepares students for work in a variety of professional settings, including the food science, cosmetics, biopharmaceutical, and biotechnology industries, or for academic research and graduate study. It is an interdisciplinary program in which a student may concentrate in biotechnology, biotechnology management, biopharmaceutical technology or chemical science. The program is appropriate for students holding a baccalaureate degree in Biology, Biochemistry, Chemistry, or related sciences, or for those who have taken the prerequisite undergraduate courses. Applicants who are preparing for medical, dental or veterinary schools are encouraged to apply for the MA in Biomedical Science or the MS in Biology at Roosevelt University.

The objectives of the MS BTCS degree program are to provide practical laboratory skills and a strong conceptual foundation in the many overlapping disciplines that comprise biotechnology, and to prepare students for the application of these skills in the workplace. Students in the program receive:

- Theoretical and practical training through a rigorous, flexible and broad-based graduate curriculum including chemistry, biology, biochemistry, biopharmaceuticals and/or management coursework.
- Direct experience with laboratory techniques and research methods used in the commercial and academic research settings.
- Advising and mentoring from experienced faculty from across the university.
- Academic, volunteer, research and/or internship opportunities that enhance students' skills and prepare them to advance in their chosen field.

Course work for this program is regularly offered during evening hours and on Saturdays, affording an opportunity to those employed full-time to extend their professional training. The program is primarily course-based, though research opportunities are available under the sponsorship of university faculty. A research thesis (with co-sponsorship by College of Pharmacy faculty) is an integral and required component of the Biopharmaceutical Technology concentration, and is optional for students in the Biotechnology and Chemical Science concentrations.

Admission
Applicants should consult the general requirements for admission to graduate programs in the College of Arts and Sciences covered on the university web site. Other admissions requirements for international applicants are defined by the Office of International Programs. Graduate faculty members will evaluate each applicant's individual record of academic achievement, professional experience and self-assessment. Weakness in one or a few areas of preparation will not preclude a positive admission decision.

Application Materials
- Graduate application: Application to the College of Arts & Sciences at Roosevelt University.
- Official transcript(s): Official transcripts from all undergraduate and graduate institutions attended.
- Resume/Curriculum vitae: Students should provide a detailed account of their academic and extracurricular experiences. Include employment, teaching, leadership and research experiences as appropriate.
- Personal statement: This brief (one-page) personal statement conveys the student’s motivation for his/her chosen career. If the student has a personal statement from a central admissions service, they may submit this statement.
- Two letters of recommendation: Two letters of recommendation appropriate for a professional school application. Referees may include professors, academic advisors, employment supervisors, or others familiar with the students’ preparation for graduate study.
- Official GRE score (recommended): Official score in the Graduate Record Exam or another of the graduate admissions tests that is no more than three years old.

Prerequisites
Applicants to the MS BTCS program must hold a baccalaureate degree with a minimum cumulative GPA of 3.0 (4.0 scale) and must have completed the academic requirements described below.

- All students: General Chemistry (2 semesters), Organic Chemistry (2 semesters), Physics (2 semesters)
- Biotechnology concentration: Introductory Cellular and Molecular Biology (Biol 301 CELLULAR & MOLECULAR BIOLOGY or equivalent)
- Biotechnology Management concentration: Introductory Cellular and Molecular Biology (Biol 301 CELLULAR & MOLECULAR BIOLOGY or equivalent), Statistics (business statistics or biostatistics), Calculus (1 or 2 semesters, including business calculus or calculus for health sciences).
- Biopharmaceutical Technology concentration: Introductory Cellular and Molecular Biology (Biol 301 CELLULAR & MOLECULAR BIOLOGY or equivalent), Biochemistry (BCHM 355 BIOCHEMISTRY or equivalent), Calculus (2 semesters).
- Chemical Science concentration: Calculus (2 semesters), Physics with Calculus, Quantitative Chemistry (CHEM 237 QUANTITATIVE ENVIRONMENTAL ANALYSIS or equivalent)

Students lacking these prerequisites may be admitted provisionally until they have been completed satisfactorily (grade of B- or better). None of
the prerequisite courses may be used toward fulfilling the requirements for the master’s degree.

Graduate transfer credit toward the degree must be approved by the graduate program director and is limited to nine credit hours.

Advising

New students must meet with the graduate program director upon admission to the graduate program. Each graduate student is required to meet with a graduate advisor at least once each semester to select courses and update their academic plan. Students in the Biopharmaceutical Technology concentration and others who have an interest in independent research should consult with their advisors during the first semester to discuss research and thesis opportunities.

Requirements

The MS in Biotechnology and Chemical Science requires a minimum of 36 credit hours, at least 27 of which must be completed at Roosevelt University. Students may choose concentrations in Biotechnology, Biotechnology Management, Biopharmaceutical Technology or Chemical Science.

Interdisciplinary and Required Coursework

- **Biotechnology**: At least 20 credit hours in biology (BIOL) and eight credit hours in chemical science (CHEM). A maximum of 6 credit hours or two courses in biochemistry (BCHM) will be accepted toward this requirement. BIOL 480 APPLICATIONS OF BIOTECHNOLOGY, BIOL 482 BIOTECHNOLOGY INDUSTRY PRACTICE and research experience are required.

- **Biotechnology Management**: Specific requirements in natural science, industry practice and management are described in the concentration course listing below. Contact the graduate program director for up-to-date course availability for this concentration.

- **Biopharmaceutical Technology**: Specific requirements in biology, biochemistry and pharmaceutical science are described in the concentration course listing below. A research thesis is required. Contact the graduate program director for up-to-date course availability for this concentration.

- **Chemical Science**: At least 20 credit hours in chemical science (CHEM) and eight credit hours in biological science (BIOL). A maximum of 6 credit hours or two courses in biochemistry (BCHM) will be accepted toward this requirement. CHEM 493 CHEMISTRY SEMINAR and research experience are required.

Research and Independent Study Opportunities

All students in the Biotechnology and Chemical Science degree program must complete three credit hours of research training by enrolling in either Research in Biology, Chemistry, or Biochemistry under the sponsorship of a faculty member (BIOL 492 RESEARCH IN BIOLOGY/BCHM 492 RESEARCH IN BIOCHEMISTRY/CHEM 492 RESEARCH IN CHEMISTRY) or in the scheduled Research Methods course (BCHM 464 RESEARCH METHODS). It is recommended that BIOL 492 RESEARCH IN BIOLOGY/BCHM 492 RESEARCH IN BIOCHEMISTRY/CHEM 492 RESEARCH IN CHEMISTRY be taken for 3 credit hours in a single term, but it may be taken in increments to total 3 credit hours.

A research thesis is an integral and required component of the Biopharmaceutical Technology concentration, and is optional for students in the Biotechnology and Chemical Science concentrations. In addition to the independent research courses listed above, thesis candidates will register for up to 6 additional credit hours of research credit (BIOL 485 THESIS/BCHM 485 THESIS/CHEM 485 THESIS).

Independent study in literature research (BIOL 495 INDEPENDENT STUDY/CHEM 495 INDEPENDENT STUDY) and course by arrangement options are also available to all students. These options are included in the total graduate credit hours but do not substitute for research requirements. No more than 12 total credit hours may result from independent study and research, unless approved by the graduate program director.

Recommended Courses

Coursework may be chosen from the appropriate list below or from other scheduled courses in BIOL, CHEM or BCHM at the 400-level, following consultation with an academic advisor.

### Biotechnology Concentration

<table>
<thead>
<tr>
<th>Core Industry</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 480 APPLICATIONS OF BIOTECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 482 BIOTECHNOLOGY INDUSTRY PRACTICE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Research</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 492 RESEARCH IN BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 468 RESEARCH METHODS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (at least 11 credits required)</td>
</tr>
<tr>
<td>BIOL 449 INTRODUCTION TO BIONANOTECHNOLOGY</td>
</tr>
<tr>
<td>BIOL 451 GENERAL GENETICS</td>
</tr>
<tr>
<td>BIOL 453 MOLECULAR BIOLOGY</td>
</tr>
<tr>
<td>BIOL 458 CELL BIOLOGY</td>
</tr>
<tr>
<td>BIOL 460 MICROBIOLOGY</td>
</tr>
<tr>
<td>BIOL 461 INFORMATION TECHNOLOGY FOR SCIENCES</td>
</tr>
<tr>
<td>BIOL 463 INTRODUCTION TO GENOME ANALYSIS</td>
</tr>
<tr>
<td>BIOL 467 IMMUNOLOGY</td>
</tr>
<tr>
<td>BIOL 485 THESIS</td>
</tr>
<tr>
<td>BIOL 495 INDEPENDENT STUDY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chemistry (3-8 credits toward CHEM requirement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 418 SYNTHETIC ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 447 ADVANCED INORGANIC CHEMISTRY LAB</td>
</tr>
<tr>
<td>CHEM 437 INSTRUMENTAL ANALYSIS</td>
</tr>
<tr>
<td>CHEM 452 MEDICINAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 481 POLYMER CHEMISTRY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biochemistry (up to 6 credits toward CHEM requirement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 420 PHYSICAL CHEMISTRY FOR BIOSCIENCE</td>
</tr>
<tr>
<td>BCHM 444 BIOINORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>BCHM 454 EXPERIMENTAL METHODS IN BIOCHEMISTRY &amp; BIOTECHNOLOGY</td>
</tr>
<tr>
<td>BCHM 457 ADVANCED BIOCHEMISTRY</td>
</tr>
<tr>
<td>BCHM 464 PROTEIN STRUCTURE DETERMINATION</td>
</tr>
<tr>
<td>BCHM 493 BIOCHEMISTRY SEMINAR</td>
</tr>
</tbody>
</table>
**Biotechnology Management Concentration**

**Core Industry**
- BIOL 480 APPLICATIONS OF BIOTECHNOLOGY
- BIOL 482 BIOTECHNOLOGY INDUSTRY PRACTICE

**Core Management**
- ACCT 405 ACCOUNTING FOR EXECUTIVES
- BADM 401 GRADUATE BUSINESS ORIENTATION
- FIN 408 FINANCE FOR DECISION MAKERS
- MGMT 407 EXECUTIVE LEADERSHIP
- MKTG 406 MARKETING STRATEGY: THEORY & PRACTICE

**Core Science**
- BIOL 453 MOLECULAR BIOLOGY (required)
- BIOL 458 CELL BIOLOGY
- BIOL 460 MICROBIOLOGY
- BIOL 461 INFORMATION TECHNOLOGY FOR SCIENCES

**Capstone (Select one of the following)**
- BIOL 4XX Biotechnology Management Project
- BIOL 491 BIOLOGY INTERNshiP

**Electives**
- BCHM 455 BIOCHEMISTRY
- BCHM 457 ADVANCED BIOCHEMISTRY
- BIOL 467 IMMUNOLOGY
- CHEM 437 INSTRUMENTAL ANALYSIS
- CHEM 444 BIOINORGANIC CHEMISTRY

**Biopharmaceutical Technology Concentration**

**Core Courses (including one lab)**
- BIOL 453 MOLECULAR BIOLOGY
- BIOL 468 RESEARCH METHODS
- BCHM 454 EXPERIMENTAL METHODS IN BIOCHEMISTRY & BIOTECHNOLOGY
- BCHM 457 ADVANCED BIOCHEMISTRY
- CHEM 437 INSTRUMENTAL ANALYSIS
- PHAR 605 Principles of Drug Action
- PHAR 606 Intro to Pharm. Dosage Forms and Pharmaceutics
- PHAR 607 Statistics and Experimental Design

**Core Research**
- BIOL 495 INDEPENDENT STUDY (Literature Research)
- BIOL 492 RESEARCH IN BIOLOGY (Experimental Design)
- BIOL 485 THESIS

**Electives**
- CHEM 413 ADVANCED ORGANIC CHEMISTRY
- CHEM 418 SYNTHETIC ORGANIC CHEMISTRY
- CHEM 419 ORGANOMETALLIC CHEMISTRY
- CHEM 423 PHYSICAL CHEMISTRY- ATOMIC & MOLECULAR SPECTROSCOPY
- CHEM 441 INORGANIC CHEMISTRY
- CHEM 444 BIOINORGANIC CHEMISTRY
- CHEM 437 INSTRUMENTAL ANALYSIS
- CHEM 447 ADVANCED INSTRUMENTAL ANALYSIS LAB
- CHEM 452 MEDICINAL CHEMISTRY
- CHEM 481 POLYMER CHEMISTRY
- CHEM 485 THESIS
- CHEM 495 INDEPENDENT STUDY

**Chemical Sciences Concentration**

**Core Research**
- CHEM 492 RESEARCH IN CHEMISTRY
- CHEM 413 ADVANCED ORGANIC CHEMISTRY
- CHEM 418 SYNTHETIC ORGANIC CHEMISTRY
- CHEM 419 ORGANOMETALLIC CHEMISTRY
- CHEM 423 PHYSICAL CHEMISTRY- ATOMIC & MOLECULAR SPECTROSCOPY
- CHEM 441 INORGANIC CHEMISTRY
- CHEM 444 BIOINORGANIC CHEMISTRY
- CHEM 437 INSTRUMENTAL ANALYSIS
- CHEM 447 ADVANCED INSTRUMENTAL ANALYSIS LAB
- CHEM 452 MEDICINAL CHEMISTRY
- CHEM 481 POLYMER CHEMISTRY
- CHEM 485 THESIS
- CHEM 495 INDEPENDENT STUDY

**Electives**
- CHEM 413 ADVANCED ORGANIC CHEMISTRY
- CHEM 418 SYNTHETIC ORGANIC CHEMISTRY
- CHEM 419 ORGANOMETALLIC CHEMISTRY
- CHEM 423 PHYSICAL CHEMISTRY- ATOMIC & MOLECULAR SPECTROSCOPY
- CHEM 441 INORGANIC CHEMISTRY
- CHEM 444 BIOINORGANIC CHEMISTRY
- CHEM 437 INSTRUMENTAL ANALYSIS
- CHEM 447 ADVANCED INSTRUMENTAL ANALYSIS LAB
- CHEM 452 MEDICINAL CHEMISTRY
- CHEM 481 POLYMER CHEMISTRY
- CHEM 485 THESIS
- CHEM 495 INDEPENDENT STUDY
Clinical Child and Family Psychology, Graduate Concentration

Roosevelt offers both master's and doctoral degrees in psychology: the Master of Arts (MA), the Doctor of Psychology (PsyD), and the Doctor of Philosophy (PhD). The MA degrees are in the areas of clinical, clinical (counseling practice) and industrial/organizational psychology (including an option for combined IO MA/MBA); the PsyD is in clinical psychology; and the PhD is in industrial/organizational psychology.

The Concentration in Clinical Child and Family Psychology provides students enrolled in Roosevelt University's MA in Clinical Psychology (Counseling Practice) or the PsyD in Clinical Psychology programs with an opportunity to gain special expertise in working with children.

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

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

Requirements

Students pursuing this concentration choose three electives from the list of courses below. In addition, students complete a two-semester clinical placement that focuses on conducting psychological assessment or psychotherapy with children or families. The clinical placement requirement can be satisfied by any of the six-credit training sequences listed below (the specific course which is most appropriate depends on the program in which the student is enrolled). The director of clinical training can advise students whether a particular training site provides sufficient contact with children and families to fulfill this requirement.

Elective Coursework

Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 468</td>
<td>CHILD ABUSE/FAMILY VIOLENCE</td>
</tr>
<tr>
<td>PSYC 492</td>
<td>CHILDREN, PSYCHOLOGY, &amp; LAW</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Additional courses may apply – consult graduate advisor for details

Clinical Placement

Select one of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 636</td>
<td>HUMAN DEVELOPMENT</td>
</tr>
<tr>
<td>PSYC 639</td>
<td>CHILDHOOD/ADOLESCENT ASSESSMENT</td>
</tr>
<tr>
<td>PSYC 654</td>
<td>CHILDHOOD &amp; ADOLESCENT THERAPY</td>
</tr>
<tr>
<td>PSYC 655</td>
<td>COUPLES AND FAMILY THERAPY</td>
</tr>
<tr>
<td>PSYC 656</td>
<td>COUPLES &amp; FAMILY COUNSELING</td>
</tr>
<tr>
<td>PSYC 741</td>
<td>CHILD PSYCHOPATHOLOGY</td>
</tr>
</tbody>
</table>

Total Credit Hours 6

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

Clinical Psychology (Counseling Practice), MA

Roosevelt offers both master's and doctoral degrees in psychology: the Master of Arts (MA), the Doctor of Psychology (PsyD), and the Doctor of Philosophy (PhD). The MA degrees are in the areas of clinical, counseling practice) and industrial/organizational psychology (including an option for combined IO MA/MBA); the PsyD is in clinical psychology; and the PhD is in industrial/organizational psychology.

This program is designed for those who are interested in clinical practice at the master's level. In Illinois (and in many other states), completion of this program qualifies graduates to apply for licensure as a professional counselor (LPC and, later, LCPC). This is a 60 credit hour program that provides broad-based training in psychological assessment and intervention as well as in the theory and research that supports these practices. This program also provides appropriate preparation for those wishing to apply to PsyD and PhD programs in clinical or counseling psychology. Those planning to apply to PhD programs should ensure that they secure research experience within the program while they pursue their MA degree.

The curriculum of the Clinical Psychology (Counseling Practice) satisfies the educational requirements for the professional counselor and clinical
professional counselor licenses in Illinois, Roosevelt’s home state, and in many other states. Students are urged to check with the Board that oversees these licenses in the state in which they intend to practice after completing the degree to ensure that this curriculum satisfies the state’s requirements. (An index of State Licensing Boards can be found by visiting the National Board for Certified Counselors (http://www.nbcc.org/directory). Applicants planning for a career in professional counseling should be aware that Roosevelt University’s College of Education also offers a program designed to prepare students for this profession, the MA in Clinical Mental Health Counseling.

**Admission**

Applicants must meet the graduate admission requirements of the university, as detailed in the Policies and Procedures section of the university web site, and have completed at least 18 credit hours in psychology at the undergraduate level with at least a 3.0 (B) average. Undergraduate courses must include general psychology, abnormal psychology, introductory statistics, research methods, theories of personality, and one junior/senior level undergraduate course.

Some students may be admitted with undergraduate deficiencies. In such cases, undergraduate courses may be taken concurrently with some graduate courses with the permission of the program director, but these courses will not earn graduate credit.

Students will be admitted as part of either the Schaumburg or Chicago campus cohorts. Students will be expected to complete all necessary coursework on their designated campus.

**Standards:**

**General GPA standards:** Students must maintain a minimum 3.0 (B) grade point average. No more than two grades of C+, C, or C- (six credit hours) will be counted toward the MA degree. For additional information concerning grading and academic discipline, see the general university regulations.

**Time limit:** Students are allowed six years in which to complete the MA degree and only courses completed within six years from the time the student enters the program will be counted toward the degree.

**Competency requirement:** The competency requirement is designed to ensure that all students seeking the MA degree demonstrate an acceptable level of mastery of general psychology. It is a prerequisite for all 600-level courses. The competency requirement must be met within the first 18 credit hours of graduate credit. Students who fail to satisfy the competency requirement within this time period will be considered for dismissal from the program. Students can meet the competency requirement in one of the two ways detailed below.

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

2. **Grade point average method:** Students must achieve a grade point average of at least 3.0 in the following courses: PSYC 505 FOUNDATIONS OF COUNSELING, PSYC 516 PSYCHOPATHOLOGY, and PSYC 530 ADVANCED RESEARCH METHODS. All courses that count toward meeting the competency requirement must be taken at Roosevelt University.

**Academic integrity:** The Department of Psychology holds graduate students to professional standards of academic integrity. The Department considers actions that present the work of another as one’s own to be unethical and inappropriate. Cheating and plagiarism are never tolerated. The department defines plagiarism as presenting the ideas or words of another as one’s own. Students must follow the rules for appropriate citation and quotation of the words of others, as outlined in the current edition of the American Psychological Association’s publication manual, in all papers and theses. Students who violate these standards regarding cheating and plagiarism will be considered for dismissal from the program.

**Ethical, professional and interpersonal competency:** Because the psychology programs prepare mental health practitioners, the department is accountable to the public regarding the development of professional and ethical behavior. Thus, in addition to the evaluation of academic performance, students will be evaluated regularly on appropriate professional and interpersonal behavior. Students who fail to meet academic standards or fail to meet expectations of appropriate professional and interpersonal behavior will be considered for dismissal from the program.

**Program Governance and Personnel**

The Department of Psychology appoints a Program Evaluation Group to oversee the administration and development of the MA programs in clinical and clinical psychology (counseling practice) psychology. The PEG is led by the director of Clinical MA Programs and is additionally composed of the director of training (who oversees practicum/internship placements) and several other faculty members appointed each academic year. In addition, each year a student in one of the clinical MA programs is invited to represent student interests on the PEG. The PEG is responsible for decisions on student admission and for recommendations on student remediation or dismissal.

**Requirements**

Total program is 60 credit hours. This includes six credit hours of practicum/internship experience, which may begin after the student has completed 36 credit hours or required program credit. The term practicum and internship are often used interchangeably in the field. The internship consists of not less than 750 hours of professionally supervised training and service in an approved agency or institution, over a period of not less than two semesters. This experience satisfies the requirements for the professional counselor and the clinical professional counselor license in Illinois, Roosevelt’s home state. As other states may have slightly different internship requirements, students are urged to consult the Board that oversees these licenses in the state in which they intend to practice. The program’s practicum requirement will not be reduced, but additional internship experiences can be added as elective credit, if necessary.

Students who come into the program with significant clinical experience, and who are able to manage a full-time course load of four courses in their first three semesters (Fall, Spring, Summer), are potentially capable of completing the program in a two-year fast track. The majority of students complete the program in three years.

Given the time demands of the internship experience, it is never possible for a student to maintain full-time employment during semesters in which the internship is completed. A student who has not completed the internship during the semesters in which he/she is registered for PSYC 697A MA CLINICAL INTERNSHIP and PSYC 697B MA CLINICAL INTERNSHIP must maintain continued registration during subsequent semesters until completion of the internship by registering for PSYC 697Y MA CLINICAL INTERNSHIP CONTINUED (zero-credit course). Internship placements are located in the broader Chicagoland area. Students are matched in various clinical settings that include, but are not limited
Clinical Psychology, Doctor of Psychology (PsyD)

Based on a practitioner-scholar model, the overall goal of the PsyD Program at Roosevelt University is to train clinical psychologists who are able to diagnose and treat psychological problems. We expect that graduates demonstrate the requisite general knowledge and skills of intervention and assessment necessary for the ethical and competent practice of psychology.

- graduates demonstrate the requisite general knowledge and skills of intervention and assessment necessary for the ethical and competent practice of psychology,
- students address psychological problems and disorders using critical inquiry, and
- students engage in productive and professional relationships with others.

To reach these goals, we use a competency-based model (Fouad et al., 2009) that focuses on the following objectives that students achieve:

**Assessment:**
- a. Accurately assess client problems by combining knowledge of psychopathology with the ability to establish rapport and work with clients of diverse backgrounds and
- b. Recognize the influences of individual and cultural differences in assessment, case conceptualization, treatment planning and implementation.

**Intervention:** Select, implement, and evaluate appropriate psychological interventions using a variety of theoretical perspectives and therapeutic modalities.

**Ethics:** Conduct clinical and academic work in a manner consistent with rules of ethics, standards of practice, and legal requirements.

**Reflective practice:** Practice with knowledge of one's own competencies, with self-reflection and with appropriate self-care.

**Individual and Cultural Diversity:**
- a. Conceptualize ways in which developmental processes, personality, and environment contribute to clients' psychological health and distress and
- b. Demonstrate an awareness and sensitivity to working with diverse individuals and communities.

**Scientific Knowledge and Methods:**
- a. Demonstrate the capability to critique, design, and execute research focused on clinical problems and services and to articulately present the results of their scholarship to others and
- b. Base their knowledge and practice on the historical and scientific traditions of psychology.

**Professionalism and Relationships:** Work productively and professionally with others.

In addition, interested and qualified students, after completing a master's degree, may teach undergraduate psychology courses with the guidance of the Instructor Development course. Our university home also allows students to enhance their psychological training with relevant experiences from other disciplines.

**Admission**

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

Applicants must submit:

- Online PsyD application form.
- Transcripts of all undergraduate and graduate course work.
- Verbal, Quantitative, and Analytical Writing scores on the Graduate Record Examination (GRE; the Psychology subtest is not required).
- Three letters of recommendation from academic and professional references, using the program's letter of recommendation form.
A personal statement. The personal statement should demonstrate a clear well-articulated understanding of the expectations and responsibilities of graduate training in clinical psychology, strong career motivation, and well-formulated career plans.

- A curriculum vitae.
- $40 application fee.

Selected applicants are invited to an interview that is required before admission is granted.

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

Applications can be requested online here (https://www.roosevelt.edu/apply).

**Standards**

PsyD students must maintain a 3.25 cumulative grade-point average. Students who earn a C in a course must retake the course. Students who earn a C for either semester of practicum must repeat the entire, year-long practicum sequence. Students who earn a D or F, or a second C in any course will be dismissed from the program. PsyD students may also be dismissed from the program for lack of progress on the doctoral project if they do not meet a deadline decided by their doctoral project chair and the PsyD Program director.

**Advising**

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

**Requirements**

All students must complete a minimum of 102 credit hours of graduate study plus 3 hours of internship credit, for a total of 105 credit hours. In addition to coursework, students must pass the comprehensive examination, complete an introductory practicum, and complete at least two doctoral practica (supervised clinical training in the community), a pre-doctoral internship, and a doctoral project.

The standard course load for a full-time student in the PsyD program is 12 credit hours each fall and spring semester and from one to three courses in summer semesters. Students must complete at least 30 credit hours of work in a 24-month period. For at least one of those two years, the student must be at Roosevelt on a full-time basis. Thus, students must complete at least two consecutive semesters of full-time study before becoming eligible for the doctoral degree.

The PsyD program may accept credit for substantially equivalent graduate-level coursework completed at approved universities or schools of professional psychology, up to 27 credits. A maximum of 36 credit hours of credit may be waived with approval of the doctoral program advisor for those entering with a master’s degree; a maximum of 27 credits may be transferred for those entering with a BA or BS. Credit is granted only for courses in which the grade obtained was a B or higher and only if the courses were taken within seven years prior to the beginning of the student’s doctoral program. Students entering with a master's degree will meet with the director of the PsyD Program to identify which required courses will be waived based on their previous graduate work. The doctoral project, internship, and at least twelve credit hours of practicum must be completed at Roosevelt University.

Courses taken in the PsyD program more than seven years before the semester in which the graduate degree is to be granted may not be counted toward the degree. There is a maximum limit of 10 years for completion of all components of the program, including the pre-doctoral internship and the doctoral project. Students who have not completed the program by 10 years will be reviewed for dismissal. Students’ progress will be evaluated at the seven-year point; if progress has not been adequate, students may be dismissed from the program.

**Clinical Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 516A</td>
<td>ADULT PSYCHOPATHOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 516B</td>
<td>ADULT PSYCHOPATHOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 520</td>
<td>BASIC CLINICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 620</td>
<td>INTELLECTUAL ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 625</td>
<td>PERSONALITY ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 641A</td>
<td>COGNITIVE BEHAVIORAL THERAPY I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 641B</td>
<td>COGNITIVE BEHAVIORAL THERAPY II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 642A</td>
<td>PSYCHODYNAMIC THEORY I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 642B</td>
<td>PSYCHODYNAMIC THEORY II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 643</td>
<td>EVIDENCE-BASED PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 644</td>
<td>MULTICULTURAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 698A</td>
<td>MA CLINICAL PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 698B</td>
<td>MA CLINICAL PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 735</td>
<td>CLINICAL SUPERVISION &amp; CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 791</td>
<td>CLINICAL PRACTICUM 1 (12 credits [4 semesters] minimum)</td>
<td>12</td>
</tr>
<tr>
<td>PSYC 799</td>
<td>CLINICAL INTERNSHIP (taken twice)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Clinical Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 500</td>
<td>ADVANCED STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 530</td>
<td>ADVANCED RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 631</td>
<td>PERSONALITY AND PSYCHOTHERAPY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 633</td>
<td>SOCIAL PSYCHOLOGY &amp; GROUP DYNAMICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 634</td>
<td>COMMUNITY PSYCHOLOGY &amp; SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 635</td>
<td>PROFESSIONAL, LEGAL, &amp; ETHICAL ISSUES</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 636</td>
<td>HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 638</td>
<td>HISTORY &amp; THEORETICAL SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 710</td>
<td>BIOPSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 712</td>
<td>PSYCHOPHARMACOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 716</td>
<td>COGNITIVE, AFFECTIVE, &amp; LEARNED BASE OF BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 789</td>
<td>DOCTORAL PROJECT SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 790</td>
<td>DOCTORAL PROJECT</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 407</td>
<td>INTERMEDIATE STATISTICS</td>
</tr>
<tr>
<td>PSYC 515</td>
<td>CHEMICAL DEPENDENCE</td>
</tr>
</tbody>
</table>
Students who have completed the requirements for the master's degree may transfer credit in as the introductory practicum after they have completed eight courses (24 credit hours). These courses must include two semesters of Psychopathology, Basic Clinical Skills, either two semesters of Cognitive Behavioral Therapies or Psychodynamic Therapies, Intellectual Assessment and Personality Assessment. Students register for and attend the MA Practicum Seminar (for six credits) during their introductory practicum. Following completion of the introductory practicum, students must complete at least two doctoral practica. During their practica, students typically spend 16 to 24 hours per week at their clinical training site and attend a weekly doctoral practicum seminar. Each practicum seminar is 3 credit hours per semester, for two semesters each practicum. Most practicum site placements are for 9 to 12 months, for approximately 20 hours per week. The focus of training depends on the individual student's needs, interests, and experience.

Students who enter the program with a master's degree will complete their introductory practicum (upon review by the PsyD director and the clinical training director), leaving two doctoral practica to be completed. Students who earned practicum credit as part of a doctoral program may transfer up to two semesters of clinical practicum upon review by the PsyD director and the clinical training director. Additional practicum credit may be transferred as elective credit at the discretion of the PsyD director.

The PsyD student handbook and the clinical training manual have more details on requirements for practica and internship. Note that because the selection process for practicum placements begins early, students should begin preparation for an introductory or doctoral practicum a year before their anticipated start. The clinical training manual can be accessed at the PsyD program website.

### Comprehensive Examination

The comprehensive examination provides an opportunity for students to review and integrate their knowledge of the theory, research, and practice of clinical psychology. The examination is taken after students have completed at least 72 credit hours of coursework, including PSYC 791A DOCTORAL CLINICAL PRACTICUM 1 and PSYC 791B DOCTORAL CLINICAL PRACTICUM 1 (one complete doctoral practicum). Students must indicate their intention to take the comprehensive examination at the beginning of the spring semester of the year in which they plan to take the examination. If a student decides to change the date on which he or she intends to take the examination, the PsyD director must be notified no later than one month prior to the examination date. If a student notifies of a change after one month or does not appear on the examination day, it will be considered a failure of the examination. If a student does not pass the examination, he or she may retake it once. If the student is unable to pass it the second time, the student will be dismissed from the program.

### Pre-Doctoral Internship

All students must complete a 1-year, full-time pre-doctoral internship approved by the director of training. To be eligible to begin a pre-doctoral internship, students must have finished all course work and practica, and defended their doctoral project proposal by May 15th.

Students are expected to seek internships accredited by the American Psychological Association (APA) accredited internship training. Obtaining an internship is a competitive national process, involving an electronic matching system. Students need to prepare to look outside of large metropolitan areas to increase the likelihood of obtaining an internship. The director of training will provide guidance throughout this process.

Students register for a total of 3 credits for their internship experience, divided into 1.5 credits in the Fall semester and 1.5 credits in the Spring semester. Students are considered full time during their internship experience.

### Scholarship

The scholarship component of the program’s practitioner-scholar model is addressed by several components, including coursework, the Comprehensive Examination, and the doctoral project. Students may further their scholarship skills by participating in faculty or independent research (which often involves posters, presentations, and publications). Students who have completed the requirements for the master’s degree...
are eligible to teach undergraduate courses in psychology once they have taken the Instructor Development Seminar (or if they are taking it concurrently with their first teaching experience). Students are paid for their teaching and may have multiple opportunities for teaching.

**Doctoral Project**

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

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

As noted above, students must have successfully defended their doctoral project proposal by May 15th to be eligible to apply for internship. If May 15th falls on a weekend, the proposal defense must occur by the Friday before.

**Student Evaluations**

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

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

**Practice of Psychology by Graduate Students**

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

**APA Accreditation Information**

Roosevelt University’s PsyD Program in Clinical Psychology is accredited by the American Psychological Association. The Commission on Accreditation of the APA can be reached at:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002-4242
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

**Clinical Psychology, MA**

Roosevelt offers both master’s and doctoral degrees in psychology: the Master of Arts (MA), the Doctor of Psychology (PsyD), and the Doctor of Philosophy (PhD). The MA degrees are in the areas of clinical, clinical (counseling practice) and industrial/organizational psychology (including an option for combined IO MA/MBA); the PsyD is in clinical psychology; and the PhD is in industrial/organizational psychology.

The Clinical Psychology MA program is designed to provide students with a foundation in clinical psychology, which can lead to potential advancement in the workplace, expertise in a research setting, or preparation for Doctoral Studies.

Graduates of this program are NOT eligible to apply for licensure as a professional counselor. This is a 39 to 40 credit hour program that provides broad-based training in psychological assessment and intervention as well as in the theory and research that supports these practices. This program is designed for those who are currently employed in fields such as social work, counseling, nursing, or business, and wish to broaden their areas of expertise. Students who wish to seek the professional counselor’s license (LPC, or later, LCPC) should apply to the Clinical Psychology (Counseling Practice) MA program.

**Admission**

Applicants must meet the graduate admission requirements of the university as detailed in the Policies and Procedures section of the university web site and have completed at least 18 credit hours in psychology at the undergraduate level with at least a 3.0 (B) average. Undergraduate courses must include general psychology, abnormal psychology, introductory statistics, research methods, theories of personality, and one junior/senior level undergraduate course.

Some students may be admitted with undergraduate deficiencies. In such cases, undergraduate courses may be taken concurrently with some graduate courses with the permission of the program director, but these courses will not earn graduate credit. Continuation in the program is conditional upon satisfactory completion of all undergraduate deficiencies.
Standards

- **General GPA standards**: Students must maintain a minimum 3.0 (B) grade point average. No more than two grades of C+, C, or C- (six credit hours) will be counted toward the MA degree. For additional information concerning grading and academic discipline, see the general University regulations.
- **Time limit**: Students are allowed six years in which to complete the MA degree and only courses completed within six years of the time the student enters the program will be counted toward the degree.
- **Competency requirement**. The competency requirement is designed to ensure that all students seeking the MA degree demonstrate an acceptable level of mastery of general psychology. It is a prerequisite for all 600-level courses. The competency requirement must be met within the first 18 credit hours of graduate credit. **Students who fail to satisfy the competency requirement within this time period will be considered for dismissal from the program.** Students can meet the competency requirement in one of the two ways detailed below.
  a. **GRE method**. Students must earn a score of at least the 70th percentile on the psychology subject test of the Graduate Record Examination.
  b. **Grade point average method**. Students must achieve a grade point average of at least 3.0 in the following courses: PSYC 505 FOUNDATIONS OF COUNSELING, PSYC 516 PSYCHOPATHOLOGY, and PSYC 530 ADVANCED RESEARCH METHODS. All courses that count toward meeting the competency requirement must be taken at Roosevelt University.
- **Academic integrity**. The Department of Psychology holds graduate students to professional standards of academic integrity. The department considers actions that present the work of another as one’s own to be unethical and inappropriate. Cheating and plagiarism are never tolerated. The department defines plagiarism as presenting the ideas or words of another as one’s own. Students must follow the rules for appropriate citation and quotation of the words of others, as outlined in the current edition of the American Psychological Association’s publication manual, in all papers and theses. **Students who violate these standards regarding cheating and plagiarism will be considered for dismissal from the program.**
- **Ethical, professional, and interpersonal competency**. Because the psychology programs prepare mental health practitioners, the department is accountable to the public regarding the development of professional and ethical behavior. Thus, in addition to the evaluation of academic performance, students will be evaluated regularly on appropriate professional and interpersonal behavior. **Students who fail to meet academic standards or fail to meet expectations of appropriate professional and interpersonal behavior will be considered for dismissal from the program.**

Requirements

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 407</td>
<td>INTERMEDIATE STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 505</td>
<td>FOUNDATIONS OF COUNSELING</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 516</td>
<td>PSYCHOPATHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 519</td>
<td>BASIC CLINICAL SKILLS (with a grade of B or better)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 530</td>
<td>ADVANCED RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 605</td>
<td>PROFESSIONAL, LEGAL AND ETHICAL ISSUES</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 619</td>
<td>ASSESSMENT IN COUNSELING</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Students must earn 36 credit hours in the electives listed below. The student enters the program will be counted toward the degree. Students can elect a concentration to satisfy the competency requirement within this time period.

**Grade point average method**. Students must achieve a grade point average of at least 3.0 in the following courses: PSYC 505 FOUNDATIONS OF COUNSELING, PSYC 516 PSYCHOPATHOLOGY, and PSYC 530 ADVANCED RESEARCH METHODS. All courses that count toward meeting the competency requirement must be taken at Roosevelt University.

**Final Project**

**Therapy**

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 641</td>
<td>COGNITIVE/BEHAVIORAL COUNSELING</td>
<td></td>
</tr>
<tr>
<td>PSYC 642</td>
<td>PSYCHODYNAMIC COUNSELING</td>
<td></td>
</tr>
<tr>
<td>PSYC 649</td>
<td>GROUP COUNSELING THEORIES &amp; PROCESSES</td>
<td></td>
</tr>
<tr>
<td>PSYC 654</td>
<td>CHILDHOOD &amp; ADOLESCENT THERAPY</td>
<td></td>
</tr>
<tr>
<td>PSYC 656</td>
<td>COUPLES &amp; FAMILY COUNSELING</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

39

**Final Project**

Regarding the final project: All students must complete a final project as a requirement for graduation. The final project can be a thesis, or a two-course concentration sequence.

- **Thesis (PSYC 690 MA THESIS - 3 credits taken twice)**: The thesis involves the design, execution, and analysis of an empirical study. A student may begin formal thesis work after meeting the competency requirement and successfully completing PSYC 407 INTERMEDIATE STATISTICS and PSYC 530 ADVANCED RESEARCH METHODS. The student must select a two-member faculty committee for supervision. The committee chair must be a member of the Department of Psychology faculty. Adjunct faculty may serve on thesis committees only with the permission of the chair of the Department of Psychology. In a thesis project, the student first develops a written research proposal in consultation with his/her committee. When completed, the proposal is defended orally before the thesis committee. If the proposal is approved, the thesis research may begin. When the study is completed and written, the thesis is defended at a final oral examination before the committee. A description of the final project requirements may be found on the Roosevelt University website. All research involving human subjects must also be approved by the University’s Institutional Review Board (IRB). A student who has not completed a thesis within the semesters of regular registrations must maintain continued registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (PSYC 690Y THESIS COMPLETION).

- **Concentration sequence**: Students may elect a two-course concentration sequence as the final project. The sequence must be

Program Governance and Personnel

The Department of Psychology appoints a Program Evaluation Group (PEG) to oversee the administration and development of the MA programs in clinical and clinical psychology (counseling practice) psychology. The PEG is led by the director of Clinical MA Programs and is additionally composed of the director of training (who oversees practicum placements) and several other faculty members appointed each academic year. In addition, each year a student in one of the clinical MA programs is invited to represent student interests on the PEG. The PEG is responsible for decisions on student admission and for recommendations on student remediation or dismissal.
approved by the director of the Clinical Psychology MA Programs. Concentration sequence courses may not also be counted as general electives or therapy electives.

**Final Project: Thesis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 690</td>
<td>MA THESIS (Semester 1)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 690</td>
<td>MA THESIS (Semester 2)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Final Project: Concentration Sequence**

Meet with the Director of the Clinical MA Programs to select 6 hours for your concentration sequence.

**Computer Science, MS**

Roosevelt’s Department of Computer Science and Information Technology offers a Master of Science in computer science. This program is designed for individuals who want to upgrade the knowledge they already have in this field of computer science or those who desire a career change.

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

**Academic Performance**

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

**Advising**

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

**Admission**

Students do not need to have a bachelor’s degree in computer science or mathematics to pursue these graduate programs and students with background or degrees in STEM fields often possess the prerequisite knowledge for graduate work in computer science. For those lacking the necessary foundational background, certain undergraduate courses may be needed. Students with any regionally accredited bachelor’s degree and an undergraduate grade point average of at least 2.8 on a 4.0 scale are admitted. An applicant with a lower grade point average may be admitted at the discretion of the department.

The graduate degree in Computer Science is designed for individuals who want to upgrade the knowledge they already have in the field of computer science or those who desire a career change into one of these sought-after fields. With the wide selection of courses, this degree may be shaped as a professional master’s degree as well as a step in pursuing a doctoral degree.

**Prerequisites**

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

**Requirements**

To earn the MS in computer science, students must complete all prerequisites and at least 33 credit hours of course work, including two required courses, three seminars, and four 400-level CST electives. Courses must be chosen in consultation with an advisor.

Any courses that were taken as part of the undergraduate program may not be repeated for graduate credit. Because of the rapidly changing nature of this field of study, computing courses taken more than six years ago cannot be counted towards degree requirements unless the student has been continuously registered during the timeframe in question (excluding summers).

Students may fulfill the capstone requirement either by completing graduate research and a master’s thesis/project, or by taking additional coursework and a comprehensive examination. Students who elect to complete a thesis or project must select a faculty mentor and register for CST 485 THESIS/PROJECT RESEARCH in their second-to-last semester. During the last semester, they must register for either CST 490 MASTERS THESIS or CST 499 MASTERS PROJECT.

**Prerequisite Courses**

One course in mathematics equivalent to the Roosevelt course listed below:

- **MATH 245** DISCRETE STRUCTURES 3

Three courses in computer science equivalent to the Roosevelt courses listed below:

- **CST 150** COMPUTER SCIENCE I 4
- **CST 250** COMPUTER SCIENCE II 4
- **CST 280** INTRODUCTION TO ALGORITHMS 3

**Requirements**

**Core Courses:**

- **CST 408** ADVANCED ALGORITHMS 3
- **CST 486** INFORMATION RETRIEVAL 3

**Seminar Courses**

Select three of the following seminars: 9

- **CST 411** SEMINAR IN ARTIFICIAL INTELLIGENCE
- **CST 412** SEMINAR IN THEORY OF COMPUTATION
- **CST 413** SEMINAR: INFORMATION IN SOCIETY
- **CST 455** GRADUATE SEMINAR

**Electives**
Select four Computer Science graduate electives. The actual list of elective courses offered varies from semester to semester, with special courses and topics often being offered in cutting edge fields.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 401</td>
<td>WEB SEARCH</td>
</tr>
<tr>
<td>CST 402</td>
<td>CLOUD COMPUTING &amp; RICH WEB APPLICATIONS</td>
</tr>
<tr>
<td>CST 405</td>
<td>ALGORITHM DESIGN</td>
</tr>
<tr>
<td>CST 406</td>
<td>BIG DATA</td>
</tr>
<tr>
<td>CST 410</td>
<td>FORMAL LANGUAGES AND AUTOMATA</td>
</tr>
<tr>
<td>CST 415</td>
<td>PARALLEL SYS &amp; HIGH PERFORMANCE COMPUTING</td>
</tr>
<tr>
<td>CST 421</td>
<td>DATA MINING</td>
</tr>
<tr>
<td>CST 423</td>
<td>COOPERATION AND COMPETITON -- GAME THEORY AND APPLICATIONS</td>
</tr>
<tr>
<td>CST 444</td>
<td>O.O.P &amp; WEB SERVICES</td>
</tr>
<tr>
<td>CST 450</td>
<td>BOOLEAN ALGEBRA &amp; SWITCHING</td>
</tr>
<tr>
<td>CST 451</td>
<td>BIOINFORMATICS</td>
</tr>
<tr>
<td>CST 466</td>
<td>CRYPTOGRAPHY</td>
</tr>
<tr>
<td>CST 467</td>
<td>WEB-BASE DATABASE APPLICATIONS</td>
</tr>
<tr>
<td>CST 471</td>
<td>DISTRIBUTED DATABASES</td>
</tr>
<tr>
<td>CST 472</td>
<td>PROGRAMMING LANGUAGES</td>
</tr>
<tr>
<td>CST 475</td>
<td>COMPUTER FORENSICS</td>
</tr>
<tr>
<td>CST 476</td>
<td>DISTRIBUTED APPLICATIONS</td>
</tr>
<tr>
<td>CST 478</td>
<td>PATTERN RECOGNITION</td>
</tr>
<tr>
<td>CST 482</td>
<td>COMPUTER GRAPHICS</td>
</tr>
<tr>
<td>CST 480</td>
<td>SPECIAL TOPICS</td>
</tr>
<tr>
<td>CST 495</td>
<td>INDEPENDENT STUDY</td>
</tr>
</tbody>
</table>

Masters research followed by a thesis or project is recommended. Students must complete a minimum of 3 credits research followed by 3 credits for the thesis or project to meet this requirement. Alternatively, student can complete 6 credits of CST coursework plus a pass a comprehensive masters exam in their final semester. Students choosing the exam option must petition the program chair in writing during the first week of their final semester. 

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 490</td>
<td>MASTERS THESIS</td>
</tr>
<tr>
<td>CST 499</td>
<td>MASTERS PROJECT</td>
</tr>
</tbody>
</table>

Two CST graduate electives

Total Credit Hours 33

---

1 Students may choose to take CST 485 THESIS/PROJECT RESEARCH Research in Section 4 above in their second-to-last semester and either CST 490 MASTERS THESIS or CST 499 MASTERS PROJECT with the same faculty mentor in their last semester as their capstone, or take two elective CST courses and the comprehensive exam in their last semester. The comprehensive exam includes questions from each course in the student’s curriculum, though not all questions must be answered to pass the exam. The CST department can provide more information on this capstone option. Students must notify the department chair of their intent to sit for the comprehensive exam at the beginning of their final semester.

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

Creative Writing, MFA

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

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

Admission

Applicants must hold a bachelor's degree and submit the university graduate application, the creative writing application, three letters of recommendation, statement of purpose, and a portfolio of written work consistent with the requirements listed in the specialty fields below. Applicants who show promise, despite being short of the required quantity of samples, may be referred to other courses in order to build portfolios that will qualify them for admission. After a student completes at least two introductory workshops and at least one literature course, the portfolio will be reviewed for a decision on the student’s advancement to candidacy.

Requirements

To earn an MFA in creative writing, students must complete 45 credit hours of graduate work including 21 credit hours of writing workshops; 12 credit hours in literature or theory; three credit hours in a practical writing internship; an additional elective or internship; and six credit hours of thesis work. Internships are in public service writing, publishing, arts administration, or teaching.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four workshop courses in specialty area</td>
<td>12</td>
</tr>
<tr>
<td>Two elective workshops in a secondary area</td>
<td>6</td>
</tr>
<tr>
<td>One elective workshop</td>
<td>3</td>
</tr>
<tr>
<td>Four courses in literature and theory</td>
<td>12</td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Elective in literature, writing workshop, or additional internship</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 45
A student who has not completed a thesis or other final project must maintain continuous registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by "Y"). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

Specialization in Fiction

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

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

<table>
<thead>
<tr>
<th>Four workshop courses in specialty area</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Class in Fiction Forms Workshop - Primary Genre</td>
<td></td>
</tr>
<tr>
<td>CRWR 431A FICTION FORMS WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>Three Classes in Topics Fiction Workshop - Primary Genre</td>
<td></td>
</tr>
<tr>
<td>CRWR 431B TOPICS: FICTION WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>Two elective workshops in a secondary area</td>
<td>6</td>
</tr>
<tr>
<td>CRWR 434A CREATIVE NONFICTION FORMS WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>CRWR 434B TOPICS: NON FICTION WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>One elective workshop</td>
<td>3</td>
</tr>
<tr>
<td>CRWR 432A POETRY FORMS WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>or CRWR 437 SCREEN WRITING</td>
<td></td>
</tr>
<tr>
<td>Four classes in ENG 4XX (Literature and/or Theory)</td>
<td>12</td>
</tr>
<tr>
<td>One Class of Internship</td>
<td>3</td>
</tr>
<tr>
<td>CRWR 483 LITERARY MAGAZINE INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>or CRWR 484 SMALL PRESS PUBLISHING INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>or ENG 484 INTERNSHIPS IN THE COMMUNITY</td>
<td></td>
</tr>
<tr>
<td>or ENG 485 INTERNSHIP IN TEACHING LITERATURE</td>
<td></td>
</tr>
<tr>
<td>or ENG 486 INTERNSHIP IN TEACHING CREATIVE WRITING</td>
<td></td>
</tr>
<tr>
<td>or ENG 487 INTERNSHIP IN TEACHING COMPOSITION</td>
<td></td>
</tr>
<tr>
<td>One Elective in CRWR 4XX (Creative Writing) or ENG 4XX (English)</td>
<td>3</td>
</tr>
<tr>
<td>Thesis requirement</td>
<td>6</td>
</tr>
<tr>
<td>CRWR 490 MFA IN CREATIVE WRITING THESIS</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>45</td>
</tr>
</tbody>
</table>

Specialization in Creative Nonfiction

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

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

<table>
<thead>
<tr>
<th>Four workshop courses in specialty area</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Class in Fiction Forms Workshop - Primary Genre</td>
<td></td>
</tr>
<tr>
<td>CRWR 434A CREATIVE NONFICTION FORMS WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>Three Classes in Topics Fiction Workshop - Primary Genre</td>
<td></td>
</tr>
<tr>
<td>CRWR 434B TOPICS: NON FICTION WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>Two elective workshops in a secondary area</td>
<td>6</td>
</tr>
<tr>
<td>CRWR 434A CREATIVE NONFICTION FORMS WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>CRWR 434B TOPICS: NON FICTION WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>One elective workshop</td>
<td>3</td>
</tr>
<tr>
<td>CRWR 432A POETRY FORMS WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>or CRWR 437 SCREEN WRITING</td>
<td></td>
</tr>
<tr>
<td>Four classes in ENG 4XX (Literature and/or Theory)</td>
<td>12</td>
</tr>
<tr>
<td>One Class of Internship</td>
<td>3</td>
</tr>
<tr>
<td>CRWR 483 LITERARY MAGAZINE INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>or CRWR 484 SMALL PRESS PUBLISHING INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>or ENG 484 INTERNSHIPS IN THE COMMUNITY</td>
<td></td>
</tr>
<tr>
<td>or ENG 485 INTERNSHIP IN TEACHING LITERATURE</td>
<td></td>
</tr>
<tr>
<td>or ENG 486 INTERNSHIP IN TEACHING CREATIVE WRITING</td>
<td></td>
</tr>
<tr>
<td>or ENG 487 INTERNSHIP IN TEACHING COMPOSITION</td>
<td></td>
</tr>
<tr>
<td>One Elective in CRWR 4XX (Creative Writing) or ENG 4XX (English)</td>
<td>3</td>
</tr>
<tr>
<td>Thesis requirement</td>
<td>6</td>
</tr>
<tr>
<td>CRWR 490 MFA IN CREATIVE WRITING THESIS</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>45</td>
</tr>
</tbody>
</table>

Practical Writing Internships

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

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

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

Literary marketing: Students will be placed with an organization that develops and produces literary events throughout the city.

Economics, MA

The graduate curriculum of the Economics Department is closely aligned with the mission of the university to educate socially conscious citizens and leaders. Economics as taught at Roosevelt includes the study of income distribution, globalization, caring labor, wages and working
conditions, equity, social justice, and democratic economic planning, all of which are an integral part of developing a consciousness of social justice, economic abundance, and individual liberty appropriate to the twenty-first century.

Economics at Roosevelt University goes beyond the conventional economics that is taught at most universities in the United States and presents students with economic analysis from the perspective of alternative schools of thought. Roosevelt is one of the few universities in the United States where students can study economics from Heterodox points of view, in addition to mainstream Neoclassical and Keynesian points of view.

Pluralism, heterodoxy, intellectual tolerance and diversity of thought and method form the context for the goals of the Economics Department. We do not seek to replace one orthodoxy with another but rather to encourage our students to view economics as an evolving discipline that can help them make sense of the world around them. We seek to provide a series of lenses and analytical skills with which they can critically examine political, social and economic issues, weigh evidence, ask questions, develop their intellectual curiosity and appreciate diversity of thought.

Master’s degree students from Roosevelt typically pursue careers in research, teaching, government service, non-profit organizations, labor unions, community organizing, and business.

Admission
Applicants for admission to graduate work in Economics must meet the general requirements for admission to graduate work in the University. Students must have completed an undergraduate degree, not necessarily in economics, to undertake graduate-level work. ECON 403 ECONOMICS FOR DECISION MAKERS is usually required, before beginning the graduate program, for those students with insufficient preparation in economics. Credit for ECON 403 ECONOMICS FOR DECISION MAKERS does not count toward the MA degree in Economics.

Internships
Economist internships at local government offices, social service agencies, non-profit organizations, and for-profit businesses are available, for credit, to assist students in career choice and development. Chicago is a dynamic city and major world center of finance, business, government, social activism, and philanthropy. Our internship program provides students with opportunities in all these areas.

Standards
Any graduate student who earns more than two C’s, including grades of C+, C and C-, will be dropped from the program. Students must have an overall GPA of 3.0 or better to receive an M.A. degree.

Advising
All graduate students must formulate their programs with approval of the graduate advisor. When students are planning their programs they should be aware that many courses are taught in only one semester of the academic year and plan accordingly. For information on the timing of courses for the coming year, consult the economics advisor.

Requirements
Students typically earn an MA in Economics by successfully completing 36 credit hours of course work (12 courses) at the 400 level. ECON 421 MACROECONOMIC THEORY and ECON 423 MICROECONOMIC THEORY must be taken within the first year of graduate study and passed with grades of B or higher. Any electives taken outside of economics must be taken at the 400 level and be approved in advance by the economics advisor. Students may petition the graduate advisor to have up to two courses completed with a grade of B or higher and taken elsewhere transferred for credit. Graduate credit is not given for ECON 403 ECONOMICS FOR DECISION MAKERS. Students with strong preparation in economics may be able to enroll directly in ECON 465 ADVANCED MICROECONOMIC THEORY and/or skip ECON 436 QUANTITATIVE ANALYSIS FOR MANAGERS and enroll directly in ECON 446 INTRODUCTION TO ECONOMETRICS, subject to approval by the economics advisor. Students who place out of these courses must still complete 36 credit hours.

Thesis Option
In rare cases and subject to the approval of the faculty, students may choose to write a thesis in lieu of two courses, an elective and an advanced theory course. In order to be approved for the thesis option, students must present a five-page prospectus to a full-time member of the department and gain consent in writing from that professor that she or he will serve as chair of the thesis committee.

Students should be aware that writing a thesis is a time-consuming and rigorous process and involves far more work than the two courses that are waived. The rewards can be enormous, but so is the workload, so think carefully before exercising this option. Like students pursuing the non-thesis option, thesis students must complete ECON 421 MACROECONOMIC THEORY and ECON 423 MICROECONOMIC THEORY within the first year of graduate study with grades of B or higher. Any electives taken outside of economics must be taken at the 400 level and approved in advance by the economics advisor. Graduate credit is not given for ECON 403 ECONOMICS FOR DECISION MAKERS. Students with strong preparation in economics may be able to enroll directly in ECON 465 ADVANCED MICROECONOMIC THEORY and/or skip ECON 436 QUANTITATIVE ANALYSIS FOR MANAGERS and enroll directly in ECON 446 INTRODUCTION TO ECONOMETRICS, subject to approval by the economics advisor.

Students considering the thesis option are strongly encouraged to take Rhetoric and Writing in Economics.

Non-Thesis Option
Five electives, including at least three 400-level economics courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 421</td>
<td>MACROECONOMIC THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 423</td>
<td>MICROECONOMIC THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 436</td>
<td>QUANTITATIVE ANALYSIS FOR MANAGERS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 440</td>
<td>ADVANCED MACROECONOMIC THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 446</td>
<td>INTRODUCTION TO ECONOMETRICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 463</td>
<td>MATHEMATICS FOR ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 465</td>
<td>ADVANCED MICROECONOMIC THEORY</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

Thesis Option
Four electives, including at least two 400-level economics courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 421</td>
<td>MACROECONOMIC THEORY</td>
<td>3</td>
</tr>
</tbody>
</table>
A student who has not completed the thesis must maintain continued registration during fall and spring semesters until completion of the thesis by registering for the appropriate zero-credit course (course number followed by "Y"). Students who have not maintained continuous registration for the thesis will be required to register for all intervening fall and spring semesters prior to graduation.

History, MA

The Department of History offers two programs, the MA in History and the joint MA in History and Certificate in Archives and Cultural Heritage Resources and Services.

The MA program in History serves students who seek to teach history in a secondary school or community college; to prepare for a PhD degree; or to prepare for government positions or other careers requiring advanced study of history. The program offers instruction in the following fields: United States history to 1877, United States history since 1877, early modern European history, modern European history, African American history, Latin American history and Atlantic World history.

In addition to obtaining an MA degree in History, students may also pursue a Certificate in Archives and Cultural Heritage Resources and Services, offered in conjunction with Dominican University. The Certificate in Archives and Cultural Heritage Resources and Services offers courses related to archives and cultural heritage collection processing and management, community archives development and management, digital archives or collections development and maintenance, cultural heritage documentation and preservation, historical records curation, and electronic records systems development and management. The certificate also offers fieldwork that provides students with the opportunity to work with professional archivists in community archives, historical societies, corporations and other institutions.

Admission

Students should consult the Graduate Admission web pages (https://www.roosevelt.edu/Admission/Graduate/Requirements.aspx) for all requirements and deadlines regarding the application for admission to the MA program in History. In addition to undergraduate transcripts and a completed application form, students must write an essay response to a question furnished through the Graduate Admission office and supply two letters of recommendation from academics or others with knowledge of the applicant’s ability to undertake graduate-level work in History. All application materials should be sent to the Graduate Admission office.

Requirements

Students may choose one of two options toward the MA degree in History. The first, the non-thesis option, requires 36 credit hours of course work. The second, the thesis option, requires 30 credit hours of course work, plus 3 credit hours of the thesis course, for a total of 33 credit hours. A fuller explanation of these two options may be found below. Students admitted in Fall 2014 and later must take at least half of their coursework in 400-level-only classes, as stipulated above.

At all stages, particularly before applying for graduation, students are responsible for checking on their progress toward fulfillment of degree requirements. Students must earn grades of B- or better in all course work, and they must maintain a 3.0 grade point average to continue in the program. Students receiving two grades of C+ or lower will be unable to continue in the program.

There is no formal foreign language requirement; however, competence in a foreign language is recommended for students choosing a field outside US history. Graduate students should also be aware that most doctoral programs require competence in one or more foreign languages.

Reading seminars and research seminars

MA students must take two readings seminars, but may enroll in more than two provided they do not repeat a course. These seminars will be offered in the following fields: US History before 1877; US History since 1877; African American History; Early Modern European History; Modern European History; and Latin American History. Students should consult with the graduate advisor to plan their course of study and choose their reading seminars. The graduate research seminar, HIST 450 GRADUATE SEMINAR, is offered during the spring semester and enables students to conduct research on a topic related to the above fields.

Information for students admitted before Fall 2014

Students entering prior to Fall 2014 should review the requirements in the catalog (http://www.roosevelt.edu/Catalog/Archives.aspx) applicable when they matriculated.

Thesis Option

Students who opt to write a thesis must complete 33 credit hours of course work, of which at least 24 credit hours must be taken in History at Roosevelt. In addition to HIST 450 GRADUATE SEMINAR and two graduate reading seminars, students take seven 400-level electives, at least two of which must be in 400-level-only classes. The two 400-only electives may include additional sections of the readings class, the seminar, or 400-level courses designated only for graduate students. They may also include HIST 484 INTERNSHIP IN HISTORY or HIST 485 INTERNSHIP IN TEACHING HISTORY. Students taking multiple sections of the readings courses or seminar may not repeat the same topic.

A seminar paper acceptable to the program is generally written in conjunction with HIST 450 GRADUATE SEMINAR to demonstrate command of historical method and interpretation. Students who have selected this option must write a thesis (HIST 490 THESIS) that conforms to university regulations and is acceptable to the program. A thesis topic should be selected early and consent of two faculty sponsors secured.

Required courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 450</td>
<td>GRADUATE SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 490</td>
<td>THESIS</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4xx</td>
<td>Graduate Reading Seminar in History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4xx</td>
<td>Graduate Reading Seminar in History</td>
<td>3</td>
</tr>
</tbody>
</table>

ECON 423 MICROECONOMIC THEORY 3
ECON 436 QUANTITATIVE ANALYSIS FOR MANAGERS 3
ECON 440 ADVANCED MACROECONOMIC THEORY 3
ECON 445 ADVANCED MICROECONOMIC THEORY 3
ECON 446 INTRODUCTION TO ECONOMETRICS 3
ECON 463 MATHEMATICS FOR ECONOMICS 3
ECON 490 THESIS 3

Total Credit Hours 33
Select seven 400-level electives in History, two of which must be 400-level only classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 4xx GRADUATE SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4xx Graduate Reading Seminar in History</td>
<td>3</td>
</tr>
<tr>
<td>Select nine 400-level electives in History, three of which must be in 400-level-only classes</td>
<td>27</td>
</tr>
</tbody>
</table>

Total Credit Hours: 36

A student who has not completed a thesis must maintain continued registration during fall and spring semesters until completion of the thesis by registering for the appropriate zero-credit course (HIST 490Y MASTERS THESIS COMPLETION). Students who have not maintained continuous registration for the thesis will be required to register for all intervening fall and spring semesters prior to graduation.

Note: Students admitted to the MA program in History prior to the Fall 2014 semester who wish to pursue the Certificate in Archives and Cultural Heritage Resources and Services must meet with the graduate adviser in History to determine any exceptions to the above requirements, based upon the semester they matriculated.

Non-Thesis Option

Students who select the non-thesis option must complete 36 credit hours of course work, of which at least 27 credit hours must be taken at Roosevelt. In addition to HIST 450 GRADUATE SEMINAR and two graduate reading seminars, students must take nine 400-level electives, at least three of which must be in 400-level-only classes. The 400-only electives may include additional sections of the readings class, the seminar, or 400-level courses designated only for graduate students. They may also include HIST 484 INTERNSHIP IN HISTORY or HIST 485 INTERNSHIP IN TEACHING HISTORY. Students taking multiple sections of the readings courses or seminar may not repeat the same topic.

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 450 GRADUATE SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4xx Graduate Reading Seminar in History</td>
<td>3</td>
</tr>
<tr>
<td>Select nine 400-level electives in History, three of which must be in 400-level-only classes</td>
<td>27</td>
</tr>
</tbody>
</table>

Total Credit Hours: 36

History, MA/Certificate in Archives and Cultural Heritage Resources and Services

The Department of History offers two programs, the MA in History and the joint MA in History and Certificate in Archives and Cultural Heritage Resources and Services.

The MA program in History serves students who seek to teach history in a secondary school or community college; to prepare for a PhD degree; or to prepare for government positions or other careers requiring advanced study of history. The program offers instruction in the following fields: United States history to 1877, United States history since 1877, early modern European history, modern European history, African American history, Latin American history and Atlantic World history.

In addition to obtaining an MA degree in History, students may also pursue a Certificate in Archives and Cultural Heritage Resources and Services, offered in conjunction with Dominican University. The Certificate in Archives and Cultural Heritage Resources and Services offers courses related to archives and cultural heritage collection processing and management, community archives development and management, digital archives or collections development and maintenance, cultural heritage documentation and preservation, historical records curation, and electronic records systems development and management. The certificate also offers fieldwork that provides students with the opportunity to work with professional archivists in community archives, historical societies, corporations and other institutions.

In order to take advantage of this opportunity, students must apply to Dominican’s Graduate School of Library and Information Science as non-degree seeking students. In addition to following the guidelines below, students interested in pursuing this certificate must meet with the History graduate advisor at Roosevelt to plan their course of study. Students will be assigned an advisor at Dominican University to aid in choosing courses toward the certificate degree.

Admission

Admission to Roosevelt University: Students should contact the Graduate Admission office for all requirements and deadlines regarding the application for admission to the MA program in History. In addition to undergraduate transcripts and a completed application form, students must write an essay response to a question furnished through the Graduate Admission office and supply two letters of recommendation from academics or others with knowledge of the applicant’s ability to undertake graduate-level work in History. All application materials should be sent to the Graduate Admission office. Additional information about history-specific graduate application deadlines, funding, and graduate advising, is available here. (http://www.roosevelt.edu/Admission/Graduate.aspx)

Admission to Dominican University: Students wishing to pursue the Certificate in Archives and Cultural Heritage Resources and Services must apply to Dominican’s Graduate School of Library and Information Science as non-degree seeking students. Information about the Certificate Program in Archives and Cultural Heritage Resources and Services at Dominican University is available here. (http://gslis.dom.edu/academics/certificates/archives) Information about applying to Dominican as a non-degree seeking student may be found here. (http://gslis.dom.edu/admission)

Requirements

MA in History

Students may choose one of two options toward fulfilling the joint MA/Certificate degree. The first, the non-thesis option, requires 27 credit hours of course work in the MA History program at Roosevelt. The second, the thesis option, requires 24 credit hours of course work and three credit hours to write the thesis. A fuller explanation of these two options may be found below.

All students in the MA/Certificate degree program must take three required History courses: two graduate reading seminars and one graduate research seminar. The graduate reading seminars will be offered in the following fields: US History before 1877; US History since 1877; African American History; Early Modern European History; Modern European History; and Latin American History. Students should consult with the graduate advisor to plan their course of study and choose their reading seminars. Students may enroll in more reading seminars provided they do not repeat a course. The graduate research seminar, HIST 450 GRADUATE SEMINAR, is offered during the spring semester and enables students to conduct research on a topic related to the above fields. Students may take HIST 450 GRADUATE SEMINAR more than
once, provided the topic of the seminar changes. At least half of the coursework taken towards completion of the MA in History must be in 400-level only classes.

At all stages, particularly before applying for graduation, students are responsible for checking on their progress toward fulfillment of degree requirements. Students must earn grades of B- or better in all coursework, and they must maintain a 3.0 grade point average to continue in the program. Students receiving two grades of C+ or lower will be unable to continue in the program.

There is no formal foreign language requirement; however, competence in a foreign language is recommended for students choosing a field outside US history. Graduate students should also be aware that most doctoral programs require competence in one or more foreign languages.

**Thesis Option**

Students who opt to write a thesis must complete 24 credit hours of coursework, all of which must be taken at Roosevelt. In addition to the reading and research seminars, graduate students must take four 400-level electives; at least one elective must be in a 400-level only course. The 400-only elective may include additional sections of the readings class, the seminar, or 400-level courses designated only for graduate students. It may also include HIST 484 INTERNSHIP IN HISTORY or HIST 485 INTERNSHIP IN TEACHING HISTORY. Students taking multiple sections of the readings courses or seminar may not repeat the same topic.

Students must also write a thesis that conforms to University regulations and is acceptable to the program. Students register for HIST 490 THESIS to complete the thesis. A thesis topic should be selected early and consent of two faculty sponsors secured.

<table>
<thead>
<tr>
<th>Core</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 450</td>
<td>3</td>
</tr>
<tr>
<td>HIST 490</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4xx</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4xx</td>
<td>3</td>
</tr>
<tr>
<td>Select four 400-level electives in History, one of which must be a 400-level-only class</td>
<td>12</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>24</td>
</tr>
</tbody>
</table>

A student who has not completed a thesis must maintain continued registration during fall and spring semesters until completion of the thesis by registering for the appropriate zero-credit course (HIST 490Y MASTER'S THESIS COMPLETION). Students who have not maintained continuous registration for the thesis will be required to register for all intervening fall and spring semesters prior to graduation.

**Non-Thesis Option**

Students who opt for the non-thesis option must complete 27 credit hours of coursework, all of which must be taken at Roosevelt. In addition to the reading and research seminars, graduate students must take six 400-level electives; at least two electives must be in 400-level only courses. The 400-only electives may include additional sections of the readings class, the seminar, or 400-level courses designated only for graduate students. It may also include HIST 484 INTERNSHIP IN HISTORY or HIST 485 INTERNSHIP IN TEACHING HISTORY. Students taking multiple sections of the readings courses or seminar may not repeat the same topic.

<table>
<thead>
<tr>
<th>Core</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 450</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4xx</td>
<td>3</td>
</tr>
<tr>
<td>HIST 4xx</td>
<td>3</td>
</tr>
<tr>
<td>Select six 400-level electives in History, two of which must be in 400-level-only classes</td>
<td>18</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>27</td>
</tr>
</tbody>
</table>

**Certificate in Archives and Cultural Heritage Resources and Services**

In addition to the above requirements for the MA in History (including a choice between the thesis and non-thesis options that appear below), the joint MA/Certificate degree requires 18 credit hours at the master’s level in Library and Information Sciences, all of which must be taken through Dominican University’s certificate program. A full description of these courses may be found at the Dominican University website. (http://gslis.dom.edu/academics/certificates/archives)

<table>
<thead>
<tr>
<th>Core</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>LIS 775</td>
<td>Introduction to Archival Principals and Practices</td>
</tr>
<tr>
<td>LIS 885</td>
<td>Cultural Heritage Resources and Services</td>
</tr>
<tr>
<td>Required Course:</td>
<td>3</td>
</tr>
<tr>
<td>LIS 881</td>
<td>Advanced Archival Principles, Practices and Services</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>LIS 999</td>
<td>Practicum</td>
</tr>
<tr>
<td>LIS 888</td>
<td>Cultural Heritage/Archives Fieldwork</td>
</tr>
</tbody>
</table>

**Digital Data Management**

Select one of the following: 3

| LIS 753 | Internet Fundamentals and Design |
| LIS 759 | Digital Libraries |
| LIS 786 | Advanced Web Design |
| LIS 882 | Metadata for Digital Resources |
| LIS 889 | Digital Curation |

**Electives**

Select one of the following electives focused on early books and manuscripts and preservation issues: 3

| LIS 710 | Descriptive Bibliography |
| LIS 711 | Early Books and Manuscripts |
| LIS 712 | History of the Printed Book |
| LIS 713 | Introduction to the Preservation and Conservation of Library and Archival Materials |

| Total Credit Hours | 15 |
Note: Students admitted to the MA program in History prior to the Fall 2014 semester who wish to pursue the Certificate in Archives and Cultural Heritage Resources and Services must meet with the graduate advisor in History to determine any exceptions to the above requirements, based upon the semester they matriculated.

Industrial/Organizational Psychology (PhD)

Roosevelt offers both master’s and doctoral degrees in psychology: the Master of Arts (MA), the Doctor of Psychology (PsyD), and the Doctor of Philosophy (PhD). The MA degrees are in the areas of clinical, clinical (counseling practice) and industrial/organizational psychology (including an option for combined IO MA/MBA); the PsyD is in clinical psychology; and the PhD is in industrial/organizational psychology.

The Department of Psychology’s Doctor of Philosophy degree in Industrial/Organizational Psychology is based on a scientist-practitioner model of professional training. The program enrolled its first PhD students in the fall of 2012. This group represented the first PhD students in the university’s history.

The PhD program provides a more advanced degree in the Industrial/Organizational Psychology area. Generally, master’s degrees and PhD’s in I/O psychology have a different focus and therefore prepare students for different kinds of work. While a master’s degree is an almost purely applied degree that prepares students for application of I/O psychology principles with a focus on practical skills, the PhD is a research degree that prepares students to conduct scientific research and analyze data with a much higher degree of sophistication.

While the doctoral degree can prepare one for an academic career, most I/O psychologists, even those with the PhD, work outside of academia. The Society for Industrial and Organizational Psychology, the leading professional organization for I/O psychologists, found in a 2006 membership survey that most respondents held a PhD (89% PhD, 11% master’s degree). Of these mostly PhD respondents, however, only 39% were employed by a college or university.

I/O psychologists with a PhD work for companies, non-profit organizations, government, research institutes, consulting firms, and as independent consultants. They occupy roles similar to some that would be occupied by master’s-level I/O practitioners, but the PhD prepares practitioners for more sophisticated work, especially work requiring high-level analytical, methodological, and statistical skills.

The field of I/O psychology is experiencing rapid growth, creating a higher need for well-trained I/O psychologists. The federal government estimated that between 2006 and 2016, there would be a 21% increase in I/O psychology positions nationally, which is considered well above average by the Bureau of Labor Statistics. In addition, the most recent Bureau of Labor Statistics Occupational Outlook estimated that the projected growth for 2010-2020 is 29%, which far exceeds the projected growth for most other disciplines. Further, the median annual income is currently $83,580 for an I/O Psychologist. However, that median number includes “all” I/O psychologists regardless of degree level. Every three years the Society for Industrial and Organizational Psychology (SIOP) conducts a survey of SIOP members’ income (2012 SIOP Salary Survey (http://www.siop.org/2012SIOPIncomeSurvey.pdf)). For those who graduate specifically with a PhD in I/O Psychology, the current median income is $119,568. Furthermore, that income has steadily increased 3-4% per year for the years included in the survey (1999-2012). It is important to note that this trend continued during and subsequent to the 2008 economic downturn.

A degree in I/O Psychology also qualifies a person for many jobs in peripheral areas such as human resources, training and development, labor relations, and compensation functions. These fields are experiencing above-average growth as well, with an expected 17% increase in positions between 2006 and 2016, according to the 2009 Occupational Outlook Handbook.

Admission

Candidates for admission to the PhD program should have either a bachelor’s or a master’s degree in psychology, management, business or in a closely related field. Students entering with a bachelor’s degree will earn a master’s degree (modified from the terminal MA offered by the Department of Psychology) during their progression through the doctoral program. Applicants must submit the PhD application form; transcripts of all undergraduate and graduate course work; verbal, quantitative, and analytical writing scores on the Graduate Record Examination; three letters of recommendation; and a personal statement. The personal statement should demonstrate a clear, well-articulated understanding of the expectations and responsibilities of graduate training in industrial and organizational psychology, strong career motivation, and indication of research interests.

Roosevelt considers each applicant on an individual basis and seeks diversity in ethnic and cultural background, education and life experience, and sexual orientation.

Apply here (http://www.roosevelt.edu/Admission/Graduate.aspx) for the PhD program in Industrial/Organizational Psychology.

Standards

PhD students must make continual progress toward their degrees while enrolled in the program. Each student will be evaluated yearly by the entirety of the I/O faculty, and students not making appropriate progress will have one year to remediate, based on a remediation plan provided by the faculty.

Students who earn a C for any course must repeat the course and earn a B or better. Students may also be dismissed from the program for lack of progress on a thesis or doctoral project if they do not meet a deadline decided by their thesis or doctoral project chair and the PhD program director. Again, this matter normally will be addressed in the yearly review.

Advising

Upon admission to the PhD program, students meet with their faculty advisor to develop a program completion plan (plan of study) covering all courses required for the doctoral degree, training experiences, the master’s project, the comprehensive exam, and the doctoral project. When receiving the yearly evaluation feedback, the advisor and student will revise the plan as necessary. It is extremely important that the
student complete the plan of study within the first semester on campus as this assures cohort integrity and viability of I/O electives in other students’ plans of study.

**Requirements**

All students must complete a plan of study that includes all of the requirements presented below in the curriculum statement. Given the nature of doctoral education, there is no “minimum” number of hours necessary for graduation.

Instead, the student must complete the requirements set forth in his or her plan of study by the student’s advisor. In addition to the required and elective courses, students are expected to complete a master’s thesis under the supervision of a faculty advisor and faculty committee. After successful completion of the thesis, students will take a comprehensive examination. After passing the comprehensive examination, students will complete a doctoral dissertation under the supervision of a faculty advisor and faculty committee.

The standard course load for a full-time student in the PhD program is nine to twelve semester hours each fall and spring for the first three years. The standard load for the summer is six hours. Students typically will have only a course or two remaining after the fall of their third year. Many times these courses will be dissertation hours if the student has followed their plan of study. Again, however, this is dependent on students setting and following their plan of study. While not required, most students will obtain one or more internships in the third year and beyond to gain real-world experiences while still under the supervision of their faculty advisor.

The PhD program may accept credit for substantially equivalent graduate-level coursework completed at approved universities or schools of professional psychology. This credit will be determined when developing the plan of study with the major professor upon acceptance to the program. Students entering with a master’s degree should also meet with the director of the program to confirm which required courses will be waived based on previous graduate work. Again, any and all waivers should be reflected in the plan of study. It is also possible that the thesis requirement will be waived for students who already have completed a thesis in a terminal Master’s program. This will be on a case by case basis, however, and the student will need to get a thesis waiver approved. The thesis waiver form is considered part of the plan of study and should be completed at the time of the initial plan of study.

Courses taken in the PhD program more than seven years before the semester in which the graduate degree is to be granted may not be counted toward the degree. There is a maximum limit of 10 years for completion of all components of the program, including the doctoral project. Students who have not completed the program by 10 years will be reviewed for dismissal.

Students’ progress will be evaluated yearly, and if progress has not been adequate, students may be dismissed from the program after a year of probation. Obviously, in certain situations, a precipitating event may be at the level that dismissal is immediate without the possibility of remediation (for example, plagiarism, academic dishonesty, sexual harassment).

**Foundation Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 530</td>
<td>ADVANCED RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 690</td>
<td>MA THESIS</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 751</td>
<td>ADVANCED INDUSTRIAL PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Courses**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 752</td>
<td>EMPLOYEE SELECTION</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 753</td>
<td>TRAINING &amp; DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 756</td>
<td>ADVANCED ORGANIZATIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 757</td>
<td>LEADERSHIP AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 771</td>
<td>INTERMEDIATE STATISTICS</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 772</td>
<td>ADVANCED STATISTICS (REGRESSION)</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 773</td>
<td>MULTIVARIATE STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 787</td>
<td>ETHICAL ISSUES</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 790</td>
<td>DOCTORAL PROJECT</td>
<td>6</td>
</tr>
</tbody>
</table>

**Electives**

Select six courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 631</td>
<td>PERSONALITY AND PSYCHOTHERAPY</td>
<td></td>
</tr>
<tr>
<td>PSYC 633</td>
<td>SOCIAL PSYCHOLOGY &amp; GROUP DYNAMICS</td>
<td></td>
</tr>
<tr>
<td>PSYC 636</td>
<td>HUMAN DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PSYC 638</td>
<td>HISTORY &amp; THEORETICAL SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>PSYC 681</td>
<td>INSTRUCTOR DEVELOPMENT PROGRAM</td>
<td></td>
</tr>
<tr>
<td>PSYC 716</td>
<td>COGNITIVE, AFFECTIVE, &amp; LEARNED BASE OF BEHAVIOR</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**

73

1. All electives must be approved by a faculty advisor. The elective courses listed above are examples of courses that can be used to fulfill the requirement. Other 600-level courses approved by a faculty advisor can be used to fulfill electives.

The second and third list presented above provides example courses that will fulfill those requirements. Other electives and general courses may be approved by the faculty advisor and the director of the program as long as they are incorporated into the student’s plan of study. These other courses MUST BE in the student’s plan of study and preapproved to be used in either list 2 or list 3 above.
Comprehensive Examination

The comprehensive examination provides an opportunity for students to review and integrate their knowledge of the theory, research, and practice of industrial and organizational psychology. The examination is taken after students have completed all foundation courses, completed their thesis project, and been approved to take by their major professor. This will typically be in the spring of the student’s third year if they have met necessary milestones in the program. The examination will consist of a written component. If a student does not pass the examination, he or she may retake it once. If the student is unable to pass it the second time, the student will be dismissed from the program. Further details concerning the specifics of the comps can be found in the I/O PhD Student Manual.

Student Evaluations

The PhD program at Roosevelt University is accountable to the profession and the public for the development of the professional standards of its future practitioners. Thus, the successful completion of the program entails development of academic knowledge and skills, professional skills, and interpersonal competencies necessary to function as an effective professional. Additionally, as I/O psychologists we understand the importance of both formative and summative evaluation. As such, the faculty will conduct yearly reviews of performance for every student in the doctoral program. As mentioned, the faculty advisor will then meet with the student to review performance, alter the plan of study as needed, activate a remedial plan if needed, and set goals for the coming year.

Industrial/Organizational Psychology, MA

Roosevelt offers both master’s and doctoral degrees in psychology: the Master of Arts (MA), the Doctor of Psychology (PsyD), and the Doctor of Philosophy (PhD). The MA degrees are in the areas of clinical, clinical (counseling practice) and industrial/organizational psychology (including an option for combined IO MA/MBA); the PsyD is in clinical psychology; and the PhD is in industrial/organizational psychology.

The MA program in Industrial/Organizational (I/O) Psychology follows the scientist/practitioner model. This means that students are trained in research methodology and quantitative approaches to address organizational issues. Further, students are trained to apply this knowledge and scientific approach to problems in the workplace.

Admission

Applicants must meet graduate admission requirements as detailed in the Policies and Procedures section of the university’s web site and must have completed at least 18 semester hours in psychology at the undergraduate level with at least a 3.0 (B) average. Undergraduate courses must include general psychology, introductory statistics, research methods, and one junior/senior level undergraduate course. Some students may be admitted with undergraduate deficiencies. In such cases, undergraduate courses may be taken concurrently with some graduate courses with the permission of the program director, but these courses will not earn graduate credit. Continuation in the program is conditional upon satisfactory completion of all undergraduate deficiencies.

The program admits new students each fall and spring semester on both a full and part-time basis. We admit both students coming directly from undergraduate programs and mid-career students returning to the university after extensive work experience.

These are the requirements:

- Completed application
- Admissions essay
- GRE General Test Score
- Transcript review
- 18 undergraduate hours of Psychology, including Statistics and Research Methods

Roosevelt considers each applicant on an individual basis and seeks diversity in ethnic and cultural background, education and life experience, and sexual orientation.

Standards

- General GPA standards: Students must maintain a minimum 3.0 (B) grade point average. No more than two grades of C+, C, or C- (six semester hours) will be counted toward the MA degree. For additional information concerning grading and academic discipline, see the general University regulations.
- Time limit: Students are allowed six years in which to complete the MA degree and only courses completed within six years of the time the student enters the program will be counted toward the degree.
- Academic integrity: The Department of Psychology holds graduate students to professional standards of academic integrity. The Department considers actions that present the work of another as one’s own to be unethical and inappropriate. Cheating and plagiarism are never tolerated. The department defines plagiarism as presenting the ideas or words of another as one’s own. Students must follow the rules for appropriate citation and quotation of the words of others, as outlined in the current edition of the American Psychological Association’s publication manual, in all papers and theses. Students who violate these standards regarding cheating and plagiarism will be considered for dismissal from the program.
- Ethical, professional, and interpersonal competency: Because the psychology programs prepare Master’s Level I/O Practitioners, the department is accountable to the public regarding the development of professional and ethical behavior. Thus, in addition to the evaluation of academic performance, students can be evaluated on appropriate professional, and interpersonal behavior. Students who fail to meet academic standards or fail to meet expectations of appropriate professional and interpersonal behavior will be considered for dismissal from the program.

Requirements

Program Curriculum

Students must complete the following courses to complete the MA degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 407</td>
<td>INTERMEDIATE STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 462</td>
<td>ORGANIZATIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 463</td>
<td>PERSONNEL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 500</td>
<td>ADVANCED STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 530</td>
<td>ADVANCED RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 690</td>
<td>MA THESIS</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 699</td>
<td>MA INDUSTRIAL/ORGANIZATIONAL PRACTICUM</td>
<td></td>
</tr>
</tbody>
</table>
Electives
Four graduate Psychology courses at the 660 level (I/O Topics courses) 12
One graduate Psychology course (400 level or higher) 3
One graduate Psychology, Business or Public Administration course (400 level or higher) 3
Total Credit Hours 36

Capstone Experiences
Students must complete one of the three capstone options to complete the program.

• **Option 1: The internship/practicum option** requires students to complete 600 hours of work in an organization and write a literature review paper under the supervision of an I/O faculty member. Psychology students may begin an internship/practicum after completing 18 credit hours and one relevant 660-level I/O course and having the practicum approval form signed by the internship committee chair.

• **Option 2: The thesis option** requires students to complete an original piece of primary research under the supervision of an I/O faculty member.

• **Option 3: The course sequence option** requires students to complete three additional courses as approved by their I/O Psychology faculty advisor, instead of thesis or internship credit. This option results in a total of 42 credit hours to complete the program. This option requires an additional form with explanation and approval of program faculty.

Students must be formally advised into a capstone option by an I/O faculty member. Students should meet with a program adviser or I/O faculty member early in the program with any questions about the capstone options or eligibility for the different options.

Students who do not complete a thesis or other internship within the semester they registered for the thesis or practicum credit hours (PSYC 690 MA THESIS or PSYC 699 MA INDUSTRIAL/ORGANIZATIONAL PRACTICUM; 3 credit hours) must maintain continued registration until completion of the project. A student must register for the appropriate zero-credit course (PSYC 690Y THESIS COMPLETION or PSYC 699Y PRACTICUM COMPLETION) each fall and spring semester until the project is completed. Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

**Industrial/Organizational Psychology, MA, Dual Degree with MBA**

Roosevelt offers both master’s and doctoral degrees in psychology: the Master of Arts (MA), the Doctor of Psychology (PsyD), and the Doctor of Philosophy (PhD). The MA degrees are in the areas of clinical, clinical (counseling practice) and industrial/organizational psychology (including an option for combined IO MA/MBA); the PsyD is in clinical psychology; and the PhD is in industrial/organizational psychology.

This dual degree program allows select students to be concurrently enrolled in two sought-after degree programs. As a result of interdisciplinary cooperation between the College of Arts and Sciences and Heller College of Business, this highly structured offering allows qualified students to obtain both a Master of Arts in Industrial/Organizational Psychology and a Master of Business Administration with a concentration in I/O Psychology with a minimum of 20 courses (58 hours). Students may enter the dual program following the initial admission to either program, but only after three of the four core courses indicated in the Requirements section are completed with a B (3.0) or better average, and GRE scores are either accepted or waived by the I/O Psychology MA director.

**Admission**

Required for admission:

• Completed application.
• Admissions essay.
• GRE (general test).
• 3.0 undergraduate GPA.
• 18 undergraduate hours in psychology, business, economics or related fields, including course work in statistics and research methods.

Applicants must meet the graduate admission requirements of the university as detailed in the Policies and Procedures section of the Admission web site (https://www.roosevelt.edu/Admission/Graduate/Requirements/CASReqs.aspx) and must have completed at least 18 credit hours in psychology at the undergraduate level with at least a 3.0 (B) average. Some students may be admitted with undergraduate deficiencies. In such cases, undergraduate courses may be taken concurrently with some graduate courses with the permission of the program director, but these courses will not earn graduate credit. Continuation in the program is conditional upon satisfactory completion of all undergraduate deficiencies.

**Standards**

Students must maintain a minimum 3.0 (B) grade point average. No more than two grades of C+, C, or C- (6 credit hours) may be counted toward the MA degree. For information concerning grading and academic discipline, see the general university regulations. Only courses taken within six years of admission to the graduate program are counted toward the MA degree.

For further information, follow these links:

• I/O Psychology program (http://www.roosevelt.edu/CAS/Programs/Industrial/OrganizationalPsychology/MA.aspx)
• MBA program (http://www.roosevelt.edu/Business/Programs/MBA.aspx)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Core</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 407</td>
<td>INTERMEDIATE STATISTICS 1</td>
<td></td>
</tr>
<tr>
<td>PSYC 462</td>
<td>ORGANIZATIONAL PSYCHOLOGY 1</td>
<td></td>
</tr>
<tr>
<td>PSYC 463</td>
<td>PERSONNEL PSYCHOLOGY 1</td>
<td></td>
</tr>
<tr>
<td>PSYC 530</td>
<td>ADVANCED RESEARCH METHODS 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 401</td>
<td>GRADUATE BUSINESS ORIENTATION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Required</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 405</td>
<td>ACCOUNTING FOR EXECUTIVES</td>
</tr>
<tr>
<td>ECON 403</td>
<td>ECONOMICS FOR DECISION MAKERS</td>
</tr>
<tr>
<td>FIN 408</td>
<td>FINANCE FOR DECISION MAKERS</td>
</tr>
<tr>
<td>INF 401</td>
<td>INFORMATION RESOURCE MANAGEMENT</td>
</tr>
</tbody>
</table>
of the Graduate Record Exam (GRE). All material should be submitted to Graduate Admission, which will forward the materials and the student's transcript to the department's faculty for review. The faculty will review all submitted documents, and, if the appeal is approved, the student will be admitted on probation.

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

**Standards**

Graduate students must complete all courses required for their programs, including required undergraduate or English Language Program courses, with a grade point average of B (3.0) or higher. No grade below C- can be counted for graduate credit and no more than six semester hours of C grades may be counted in the total credits accepted for the master's degree. Although a grade of C is acceptable within the stated guidelines, this indicates work below the level expected of graduate students.

**Foundational courses.** IMC 401 BRAND MARKETING AND COMMUNICATIONS, IMC 409 METHODS OF IMC, and IMC 446 BRAND PLANNING AND MESSAGE STRATEGY are designated “foundational courses,” meaning that the program builds off what is learned in these courses. A student who receives a grade of C+ or lower in IMC 401 BRAND MARKETING AND COMMUNICATIONS or IMC 409 METHODS OF IMC will be dismissed from the program. A student who receives a grade of C+ or lower in IMC 446 BRAND PLANNING AND MESSAGE STRATEGY will be required to repeat the course in the next term or the next time it is offered before being allowed to continue in the program. A graduate course can only be repeated once; no more than two courses can be repeated in graduate studies.

**Probationary admission.** A student admitted on probation will be limited to two courses (six semester hours) in the first term of enrollment and must receive grades of B (3.0) or above in these first two courses to remain in the program.

A student who is admitted on probation and falls into probation again in a future term is subject to dismissal from the program.

**ELP and other language-skills courses.** Excellent communication skills, including proficiencies in spoken and written English, are vital for success in this program, even for those who expect to work in other languages. International students who take the Roosevelt University English Language Program courses must be enrolled in ELP 111 COMPOSITION-BRIDGE LEVEL before beginning graduate courses.

**Requirements**

Students seeking the MSIMC degree are required to complete 36 credit hours with a grade point average of B or higher, including six core courses, five elective courses (including at least three principles electives), and a required capstone course.

**Transfer credit.** No more than six hours of transfer credit for approved graduate-level courses will be accepted from another institution.
Students wishing to transfer such credit should submit transcripts of their previous graduate work to the department for university review and official posting to their Roosevelt transcript as soon as possible after they enroll at RU.

**Six-year rule.** All course work and other requirements for the degree must be completed within six years of the student’s admission to the program. Exceptions are granted only in unusual circumstances.

### Core Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMC 401</td>
<td>BRAND MARKETING AND COMMUNICATIONS ¹</td>
<td>3</td>
</tr>
<tr>
<td>IMC 409</td>
<td>METHODS OF IMC ¹</td>
<td>3</td>
</tr>
<tr>
<td>IMC 440</td>
<td>MARKETING COMMUNICATIONS RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>IMC 446</td>
<td>BRAND PLANNING AND MESSAGE STRATEGY ¹</td>
<td>3</td>
</tr>
<tr>
<td>IMC 452</td>
<td>IMC ETHICS AND SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>IMC 453</td>
<td>MULTICULTURAL MARKETING COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>IMC 480</td>
<td>IMC CAMPAIGN PLANNING</td>
<td>3</td>
</tr>
</tbody>
</table>

### Principal Electives

All MSIMC students will complete five electives, including three selected from the principle electives listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMC 443</td>
<td>PRINCIPLES OF IMC MEDIA PLANNING</td>
<td></td>
</tr>
<tr>
<td>IMC 450</td>
<td>PRINCIPLES OF DIRECT DATABASE MARKETING COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>IMC 460</td>
<td>PRINCIPLES OF ACCOUNT PLANNING</td>
<td></td>
</tr>
<tr>
<td>IMC 461</td>
<td>PRINCIPLES OF CRM</td>
<td></td>
</tr>
<tr>
<td>IMC 462</td>
<td>MARKETING COMMUNICATIONS VIA SOCIAL MEDIA</td>
<td></td>
</tr>
<tr>
<td>IMC 471</td>
<td>PRINCIPLES OF PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>IMC 472</td>
<td>PROMOTIONAL MARKETING</td>
<td></td>
</tr>
<tr>
<td>IMC 489</td>
<td>PRINCIPLES OF INTERNET MCOM</td>
<td></td>
</tr>
</tbody>
</table>

### Remaining General Electives

Select two of the following (or two more electives from the list above):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMC 447</td>
<td>IMC CREATIVE CAMPAIGNS</td>
<td></td>
</tr>
<tr>
<td>IMC 454</td>
<td>PUBLICATION DESIGN</td>
<td></td>
</tr>
<tr>
<td>IMC 474</td>
<td>CRISIS COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>IMC 481</td>
<td>INTERNATIONAL MARKETING CULTURES: CHINA</td>
<td></td>
</tr>
<tr>
<td>IMC 491</td>
<td>INTERNATIONAL IMC STUDY EXP</td>
<td></td>
</tr>
</tbody>
</table>

### Work Experience Electives

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Total Credit Hours 36

¹ A grade of B- or higher is required to continue in the program. Any student earning a C+ grade or lower is subject to dismissal from the program. Any student approved to retake one of these course must retake the course in the next semester it is offered.

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

### Mathematics, MS

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

### Admission

Applicants for admission to graduate work in Mathematics must meet the general requirements for admission to graduate work in the university. Students must have completed an undergraduate degree, not necessarily in mathematics, but must have completed linear algebra (equivalent to MATH 246 LINEAR ALGEBRA at Roosevelt) and at least three semesters of calculus (equivalent to MATH 231 CALCULUS I, MATH 232 CALCULUS II and MATH 233 CALCULUS III at Roosevelt) with grades of C- or higher and with a B (3.0) average. Students who wish to join the MS program but who are lacking some of these courses are encouraged to complete them prior to application, either at Roosevelt or elsewhere.

Each concentration in the MS has its own set of additional prerequisite courses. Students may enroll in prerequisite courses and certain graduate courses concurrently, provided the prerequisites for those graduate courses have been satisfied.

### Advising

Following acceptance to the program, students meet with the graduate advisor to plan a program of study. Students must select one of three concentrations (actuarial science, computer science, or statistics) for their program of study. All students are required to obtain approval for their course selections each semester. All courses presented for the degree must be approved by the graduate advisor. Up to 9 credit hours of transfer credit may be considered for the program; however, all such credit must be at the graduate level and may not be applied to any other earned degree.

### Actuarial Science Concentration

Actuaries use quantitative tools to analyze and plan for future financial situations. Admission requirements for the program are the same as those for the MS in mathematics except that an accounting course is also required. There are two additional prerequisite courses listed below.

The completed degree requires a total of 33 hours. In addition to a core of mathematical probability and statistics, candidates should take courses that prepare them for the actuarial professional exams. The electives, therefore, include a combination of math, finance, and economics classes. If any of the core courses were taken as an undergraduate, substitutions may be made from the math electives with the approval of the graduate advisor.
Prerequisites
Graduate students must satisfactorily complete the prerequisite courses listed below with grades of C- or higher and with a B (3.0) average, as well as any courses required of international students by the English Language Program. It is possible to make up any deficiencies after being admitted as a graduate student, but no credit will be granted towards the degree for meeting these requirements. Students may enroll in prerequisite courses and certain graduate courses concurrently, provided the prerequisites for those graduate courses have been satisfied. The prerequisite courses are:

Prerequisites for the Actuarial Science Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 210</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
</tr>
<tr>
<td>ACSC 347</td>
<td>PROBABILITY THEORY</td>
</tr>
<tr>
<td>ACSC 367</td>
<td>FINANCIAL MATH</td>
</tr>
</tbody>
</table>

For descriptions of these prerequisites, see the undergraduate catalog. Program prerequisites must be completed within the first year (18 credit hours) of coursework. Any prerequisite may be waived by a placement exam.

Graduate students must satisfactorily complete the prerequisite courses with grades of C- or higher and with a B (3.0) average, as well as any courses required of international students by the English Language Program. It is possible to make up any deficiencies after being admitted as a graduate student, but no credit will be granted towards the degree for meeting these requirements. Students may enroll in prerequisite courses and certain graduate courses concurrently, provided the prerequisites for those graduate courses have been satisfied.

Requirements
The completed degree requires a total of 33 credit hours of graduate coursework; at least one professional actuarial exam also must be taken. Students who have passed the P or FM exam prior to taking MATH 480 ACTUARIAL SCIENCE SEMINAR must substitute a different elective for this course. Note that MATH 449 REGRESSION & TIME SERIES, ECON 421 MACROECONOMIC THEORY, ECON 423 MICROECONOMIC THEORY, FIN 408 FINANCE FOR DECISION MAKERS, and FIN 485 INVESTMENT THEORY satisfy the requirements of the Casualty Actuarial Society and Society of Actuaries for Validation by Educational Experience courses provided a grade of B- or higher is achieved. Students are encouraged to complete the VEE requirements; note that many students fulfill a portion of the VEE coursework as undergraduates with courses equivalent to ACSC 349 REGRESSION & TIME SERIES, ECON 101 PRINCIPLES OF ECONOMICS I, ECON 102 PRINCIPLES OF ECONOMICS II, FIN 311 PRINCIPLES OF FINANCE, and FIN 312 CORPORATE FINANCE. A list of approved courses may be found on the SOA website.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 448</td>
<td>PROBABILITY AND STATISTICS II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 480FM</td>
<td>ACTUARIAL SCIENCE SEMINAR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 480P</td>
<td>ACTUARIAL SCI: EXAM P/1</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select up to four of the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 409</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>MATH 430</td>
<td>NUMERICAL ANALYSIS</td>
<td>1</td>
</tr>
<tr>
<td>MATH 446</td>
<td>STOCHASTIC PROCESSES</td>
<td>1</td>
</tr>
<tr>
<td>MATH 447</td>
<td>ADVANCED PROBABILITY</td>
<td>1</td>
</tr>
<tr>
<td>MATH 449</td>
<td>REGRESSION &amp; TIME SERIES</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 33

1  At least six courses must be listed exclusively at the graduate level.
2  Substitutions may be made with advisor approval.

Computer Science Concentration
As computer technology evolves, so do the mathematical applications including probability and statistics, numerical analysis, data analytics, cryptography, neural networks, genetic algorithms, bioinformatics, and other fields of scientific computing. Students interested in working with computers while pursuing their MS in mathematics have the option of combining at least 18 credit hours of mathematics course work with up to 15 credit hours in computer science for a total of 33 credit hours. Note that there are additional prerequisite courses listed below.

Prerequisites
Graduate students must satisfactorily complete the prerequisite courses listed below with grades of C- or higher and with a B (3.0) average, as well as any courses required of international students by the English Language Program. It is possible to make up any deficiencies after being admitted as a graduate student, but no credit will be granted towards the degree for meeting these requirements. Students may enroll in prerequisite courses and certain graduate courses concurrently, provided the prerequisites for those graduate courses have been satisfied.

Prerequisites for the Computer Science Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 150</td>
<td>COMPUTER SCIENCE I</td>
<td>Or other programming course</td>
</tr>
<tr>
<td>MATH 245</td>
<td>DISCRETE STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>MATH 290</td>
<td>INTRODUCTION TO PROOF</td>
<td></td>
</tr>
<tr>
<td>MATH 347</td>
<td>PROBABILITY THEORY</td>
<td></td>
</tr>
<tr>
<td>MATH 352</td>
<td>ANALYSIS</td>
<td></td>
</tr>
</tbody>
</table>

For descriptions of these prerequisites please see the course listings in the Undergraduate Catalog.

Requirements
The completed degree requires a total of 33 credit hours of graduate coursework.

Core 2
### MATH 409 DATA MINING 3
### MATH 430 NUMERICAL ANALYSIS 1 3
### MATH 450 BOOLEAN ALG & SWITCH THEORY 3

#### Electives
Select three to six courses from among the following options: 9-18

- MATH 416 HISTORY OF MATHEMATICS
- MATH 423 COOPERATION AND COMPETITION
- MATH 432 OPERATIONS RESEARCH 1
- MATH 435 TOPICS IN APPLIED MATHEMATICS 1
- MATH 446 STOCHASTIC PROCESSES 1
- MATH 447 ADVANCED PROBABILITY 1
- MATH 448 PROBABILITY AND STATISTICS II
- MATH 449 REGRESSION & TIME SERIES 1
- MATH 450 BOOLEAN ALG & SWITCH THEORY
- MATH 457 ANOVA & EXPERIMENTAL DESIGN 1
- MATH 475 DERIVATIVE MARKETS
- MATH 476 LOSS MODELS 1
- MATH 478 TOPICS IN ACTUARIAL MATH 1

Select the remaining courses (for an overall total of eleven courses) from among the following: 15-6

- CST 406 BIG DATA
- CST 408 ADVANCED ALGORITHMS
- CST 410 FORMAL LANGUAGES AND AUTOMATA
- CST 412 SEMINAR IN THEORY OF COMPUTATION 1
- CST 415 PARALLEL SYS & HIGH PERFORMANCE COMPUTING
- CST 451 BIOINFORMATICS
- CST 466 CRYPTOGRAPHY
- CST 468 INTERNET SECURITY
- CST 471 DISTRIBUTED DATABASES
- CST 472 PROGRAMMING LANGUAGES
- CST 478 PATTERN RECOGNITION
- CST 480 SPECIAL TOPICS
- CST 481 INTELLIGENT SYSTEMS
- CST 482 COMPUTER GRAPHICS
- CST 486 INFORMATION RETRIEVAL 1

**Total Credit Hours** 33

1. At least six courses must be listed exclusively at the graduate level.
2. Substitutions may be made with advisor approval.

### Statistics Concentration
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 interested in applying statistics to other fields while pursuing their MS in mathematics have the option of combining at least 24 credit hours of mathematics course work with up to 9 credit hours in a cognate field (such as biology, chemistry, computer science, economics, education, finance, psychology, or sociology) for a total of 33 credit hours. If any of the core courses were taken as an undergraduate, substitutions may be made from the math electives with the approval of the graduate advisor.

#### Prerequisites
Graduate students must satisfactorily complete the prerequisite courses listed below with grades of C- or higher and with a B (3.0) average, as well as any courses required of international students by the English Language Program. It is possible to make up any deficiencies after being admitted as a graduate student, but no credit will be granted towards the degree for meeting these requirements. Students may enroll in prerequisite courses and certain graduate courses concurrently, provided the prerequisites for those graduate courses have been satisfied. Program prerequisites must be completed within the first year (18 credit hours) of coursework. Any of these prerequisites may be waived by a placement exam. The prerequisite courses are:

#### Prerequisites for the Statistics Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS Or other statistics course</td>
</tr>
<tr>
<td>MATH 245</td>
<td>DISCRETE STRUCTURES</td>
</tr>
<tr>
<td>or MATH 290</td>
<td>INTRODUCTION TO PROOF</td>
</tr>
<tr>
<td>MATH 347</td>
<td>PROBABILITY THEORY</td>
</tr>
<tr>
<td>or MATH 352</td>
<td>ANALYSIS</td>
</tr>
</tbody>
</table>

For descriptions of these prerequisites please see the course listings in the Undergraduate Catalog.

#### Requirements
The completed degree requires a total of 33 hours of graduate course work.

**Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 430</td>
<td>NUMERICAL ANALYSIS 1</td>
</tr>
<tr>
<td>MATH 446</td>
<td>STOCHASTIC PROCESSES 1</td>
</tr>
<tr>
<td>MATH 447</td>
<td>ADVANCED PROBABILITY 1</td>
</tr>
<tr>
<td>MATH 448</td>
<td>PROBABILITY AND STATISTICS II</td>
</tr>
<tr>
<td>MATH 449</td>
<td>REGRESSION &amp; TIME SERIES 1</td>
</tr>
</tbody>
</table>

#### Electives
Select two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 409</td>
<td>DATA MINING</td>
</tr>
<tr>
<td>MATH 423</td>
<td>COOPERATION AND COMPETITION</td>
</tr>
<tr>
<td>MATH 428</td>
<td>LINEAR PROGRAMMING &amp; OPTIM</td>
</tr>
<tr>
<td>MATH 432</td>
<td>OPERATIONS RESEARCH</td>
</tr>
<tr>
<td>MATH 435</td>
<td>TOPICS IN APPLIED MATHEMATICS 1</td>
</tr>
<tr>
<td>MATH 450</td>
<td>BOOLEAN ALG &amp; SWITCH THEORY</td>
</tr>
<tr>
<td>MATH 475</td>
<td>DERIVATIVES MARKETS 1</td>
</tr>
<tr>
<td>MATH 476</td>
<td>LOSS MODELS 1</td>
</tr>
<tr>
<td>MATH 478</td>
<td>TOPICS IN ACTUARIAL MATH</td>
</tr>
<tr>
<td>MATH 489</td>
<td>SPECIAL TOPICS</td>
</tr>
</tbody>
</table>

Three electives from mathematics or approved cognate fields 9

**Total Credit Hours** 33

1. At least six courses must be listed exclusively at the graduate level.
2. Substitutions may be made with advisor approval.

---

*Roosevelt University*
Public Administration and Law, MPA/ JD

Roosevelt University and The John Marshall Law School offer a combined credit program leading to the degrees of Juris Doctor (JD) and Master of Public Administration (MPA) (https://www.roosevelt.edu/Catalog/Graduate/Degree.aspx?ID=25). Students may complete both degrees in four years rather than the five years normally required for full-time students to complete both degrees separately. In order for a student to obtain these combined degrees the student must fulfill the requirements of the degree programs at both The John Marshall Law School and Roosevelt University.

Under the program, The John Marshall Law School will accept up to nine credit hours of RU courses to be counted as electives, provided these hours are composed of courses designated by John Marshall as acceptable and are taken after completion of the first year of law study. Students participating in the program may not count additional non-law school courses toward the Juris Doctor degree.

RU will accept up to nine credit hours of John Marshall courses, to be counted as government concentration courses, provided that these hours are composed of courses designated by RU as acceptable.

Dual credit will be allowed for dual-credit courses in which the student receives the minimum grade required by the grading institution in order to continue in the curriculum at its institution. Candidates for the program must satisfy all admission and enrollment requirements of each cooperating institution and must be granted admission by both institutions. Students admitted by both institutions must complete the residency requirements of each institution.

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

Roosevelt’s Chicago campus is ideally located for aspiring MPAs. Government is the largest single employer in the metropolitan area with agencies at all three levels (federal, state and local); several health care organizations are among the top 25 area employers; and the nonprofit sector is growing more rapidly than any other.

The public administration program draws from — and gives back to — this rich practice laboratory by continually connecting theory with practical application and by involving students in real administrative problems and their solutions. Faculty are primarily teachers, but they are also researchers, consultants, and practicing professionals. Courses are offered in the evening to accommodate students who are employed full-time. In addition, online courses are available and remote access to evening courses can be arranged for students with situations that preclude normal attendance.

Also available:

- Accelerated Political Science BA/MPA in the College of Arts and Sciences
- Transitions Program in the College of Professional Studies

Admission

Students must be admitted separately to each institution. A candidate may begin the combined program either at Roosevelt University or The John Marshall Law School.

In either case, the first year of law study will be taken solely at John Marshall with no RU courses being taken simultaneously. RU courses approved for dual credit qualify for credit toward the Juris Doctor degree only if they are taken after a candidate has been enrolled as a law student and has completed the first year of law study.

Standards

The degrees included in the combined program will be awarded only upon completion of all requirements for each degree. Roosevelt graduate courses must be completed within six years, and the law degree must be completed within seven years.

Public Administration, MPA

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

Roosevelt’s Chicago campus is ideally located for aspiring MPAs. Government is the largest single employer in the metropolitan area with agencies at all three levels (federal, state and local); several health care organizations are among the top 25 area employers; and the nonprofit sector is growing more rapidly than any other.

The public administration program draws from — and gives back to — this rich practice laboratory by continually connecting theory with practical application and by involving students in real administrative problems and their solutions. Faculty are primarily teachers, but they are also researchers, consultants, and practicing professionals. Courses are offered in the evening to accommodate students who are employed full-time. In addition, online courses are available and remote access to evening courses can be arranged for students with situations that preclude normal attendance.

Also available:

- Accelerated Political Science BA/MPA in the College of Arts and Sciences
- Transitions Program in the College of Professional Studies
admission counselor (kerdman@roosevelt.edu) or the MPA director (aschuh@roosevelt.edu). In certain instances, applicants may be admitted on a probationary basis with special restrictions.

Requirements
To earn the MPA degree, students must complete 36 credit hours of course work. Course work must be completed with a GPA of 3.0 or higher. Students electing the thesis option must have a GPA of 3.7. Students who do not maintain a 3.0 GPA, students who receive more than two grades of C, and students who have one course grade of D or F are subject to dismissal from the program.

Students must maintain a minimum grade point average of 3.0 and write an essay for the Public Administration program. At the conclusion of the Political Science degree, students are required to formally apply to the Public Administration program.

The three graduate courses in the joint BA/MPA program are: PADM 400 PUBLIC SERVICE IN THE UNITED STATES, PADM 401 MANAGEMENT PRACTICES FOR PUBLIC SECTOR, and PADM 405 PUBLIC BUDGET & FINANCIAL MANAGEMENT.

The Accelerated Political Science BA/MPA in the College of Arts and Sciences
Political Science majors in the College of Arts and Sciences can participate in this accelerated program leading to a BA in Political Science and a Master of Public Administration degree. The program allows students to take three graduate-level courses as part of their undergraduate degrees.

Once students are admitted to the MPA, the courses will apply toward completion of the MPA degree. Students must be accepted into the joint program and obtain permission from the program director of Public Administration before enrolling in the cross-listed courses.

Students must apply after completion of 60 credit hours of course work, maintain a minimum grade point average of 3.0 and write an essay for the Public Administration program. At the conclusion of the Political Science degree, students are required to formally apply to the Public Administration program.

The program allows these students to take three graduate-level courses as part of their undergraduate degree program. Once admitted to the MPA, the courses will apply toward completion of the MPA degree. Students must be accepted into the Transitions program and obtain permission from the program director of Public Administration before enrolling in the cross-listed courses.

Students must apply to the Transitions program for the MPA after their third OLED course, maintain a minimum grade point average of 3.0 and write an essay for the Public Administration program. At the conclusion of the Organizational Leadership Degree students are required to formally apply to the Public Administration program. The three graduate courses in the OLED/MPA Transition Program are: PADM 400 PUBLIC SERVICE IN THE UNITED STATES, PADM 401 MANAGEMENT PRACTICES FOR PUBLIC SECTOR, and PADM 405 PUBLIC BUDGET & FINANCIAL MANAGEMENT.

Transitions Program in the College of Professional Studies
Organizational Leadership (OLED) majors in the College of Professional Studies who are planning to immediately continue on to graduate school in the Masters of Public Administration program at Roosevelt can participate in a Transitions Program that will accelerate completion of the MPA.

The program allows these students to take three graduate-level courses as part of their undergraduate degree program. Once admitted to the MPA, the courses will apply toward completion of the MPA degree. Students must be accepted into the Transitions program and obtain permission from the program director of Public Administration before enrolling in the cross-listed courses.

Students must apply to the Transitions program for the MPA after their third OLED course, maintain a minimum grade point average of 3.0 and write an essay for the Public Administration program. At the conclusion of the Organizational Leadership Degree students are required to formally apply to the Public Administration program. The three graduate courses in the OLED/MPA Transition Program are: PADM 400 PUBLIC SERVICE IN THE UNITED STATES, PADM 401 MANAGEMENT PRACTICES FOR PUBLIC SECTOR, and PADM 419 STRATEGIC PLANNING FOR PUBLIC ADMINISTRATION.

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

Sociology, Applied, MA
The MA in Applied Sociology emphasizes the application of sociological knowledge, social theory, and research methods aimed at the development of policies and programs working toward social justice and
change. Course work focuses on a range of practical and marketable skills in qualitative research methods, applied social statistics, evaluation methods, as well as writing for a public sociology audience. Students gain competence in the foundations of sociological theory and knowledge of race and class inequalities in relation to the faculty's core strengths of urban sociology, mass incarceration, community health, urban education, health disparities, and youth advocacy.

Because Roosevelt is situated in the heart of downtown Chicago, students will have unique opportunities to work in the actual communities impacted by the social forces they study in the class. Students in the program are strongly encouraged to pursue service-learning and internship opportunities with non-profit community organizations, public service agencies, urban schools and after school programs, and activist groups to gain practical experience working for social change and policy implementation. Students will also have opportunities to work with the Department’s three research centers: the Policy Research Collaborative, Mansfield Institute for Social Justice and Transformation, and the St. Clair Drake Center for African and African-American Studies.

Completion of this degree normally requires two years as a full-time student, taking nine credit hours per semester. The program also provides part-time students a path toward completing the degree in a time frame that is compatible with their busy schedules.

The MA in Applied Sociology prepares our graduates for careers in the public sector, non-profit organizations, academia, and the private sector. Applied Sociology provides a strong foundation for students seeking careers in social service agencies, non-profits, public policy analysis, community organizations, health care management, labor unions, and criminal justice work, as well as fields in the corporate world including advertising, marketing, public relations, and market research analysis. Many of our graduates have remained in academia as college instructors at community colleges around Chicago or have continued advanced studies in PhD programs.

Admission

The coursework for the MA is Applied Sociology is based at Roosevelt University's Chicago campus. These are the guidelines for admission to the program:

1. Applicants with an overall undergraduate GPA of 3.0 or higher are admitted based upon previous academic performance.
2. Applicants submit a one-two page admission essay explaining the applicant's desire to pursue graduate work in Sociology.
3. Applicants also should have completed four undergraduate Sociology classes with a GPA of 3.25 of higher.

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

Requirements

To earn the MA in Applied Sociology, students must complete 36 credit hours of course work. This can be accomplished through Track 1 or Track 2 (see elaboration below). For students in both tracks, five core courses are required. Each must be taken the first time it is offered after the student has been admitted to the program.

Coursework must be completed with a GPA of 3.0 or higher and include an thesis, or experiential research and learning project or a research & writing paper. Students must consult with the graduate advisor before deciding on an option.

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

Track 1 - Thesis or Experiential Research and Learning Option

Students electing the SOC 490 Thesis or SOC 491 Experiential Research and Learning option must have a GPA of 3.5 after 27 credit hours.

Students selecting this option complete the requirements below and choose between writing a research-based thesis or an experiential research and learning project (e.g., service learning project, study abroad, etc.). In both cases, students must submit a written proposal, including a proposed bibliography, list of research questions, and methodology statement or description of experiential research and learning project. Both the proposal and the completed thesis or project must be approved by a committee of two faculty members. The chair of the committee must hold full-time appointment in Sociology.

Students must complete an oral examination or defense of their work in SOC 490 THESIS or SOC 491 EXPERIENTIAL RESEARCH AND LEARNING. Upon completion of written work, students schedule an oral defense with faculty committee (faculty chair and second reader). A final grade for this project will not be submitted until the student presents an oral defense of work. The oral defense must be completed in a timely fashion to meet university deadlines for graduation.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 401</td>
<td>FOUNDATIONS IN SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 406</td>
<td>SEMINAR IN SOCIAL THEORY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 408</td>
<td>QUALITATIVE METHODS</td>
<td>3</td>
</tr>
<tr>
<td>SOC 480</td>
<td>SEMINAR: RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>SOC 486</td>
<td>APPLIED SOCIAL STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>SOC 490</td>
<td>THESIS</td>
<td>6</td>
</tr>
<tr>
<td>SOC 491</td>
<td>EXPERIENTIAL RESEARCH AND LEARNING</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

Track 2 - Research and Writing Option

Students in this track will complete the requirements below including SOC 492 RESEARCH AND WRITING PROJECT. This paper is designed to allow students to conduct a critical and in-depth analysis on a particular sociological issue (problem), a specific area of sociology (e.g., race, gender, housing, health disparities, social stratification, deviance), or a critical review of the literature surrounding a contemporary sociological debate. Students must submit a written MA paper proposal, including a proposed bibliography. Both the proposal and the completed project must be approved by a committee of two faculty members. The chair of the committee must hold full-time appointment in Sociology.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 401</td>
<td>FOUNDATIONS IN SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 406</td>
<td>SEMINAR IN SOCIAL THEORY</td>
<td>3</td>
</tr>
</tbody>
</table>
Sociology, BA/MA Accelerated Program

The Sociology Department offers an Accelerated BA/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 apply for the accelerated degree program in their junior year, begin enrolling for graduate courses in the senior year, and graduate upon completion of all requirements. As undergraduates, eligible students may earn between 6 and 9 credit hours (taking two or three 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 the undergraduate degree in Sociology, although only one of these courses can be a core requirement for the MA degree. Once the student completes the BA, the graduate-level courses taken as an undergraduate will be transferred to their MA transcript.

In addition, students enrolling in this accelerated 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 Applied Sociology.

Admission

Applicants must be a Sociology major at Roosevelt University, have an overall GPA of 3.0 and a 3.25 GPA (or better) in Sociology in a minimum of four Sociology courses taken at time of application, and completion of core requirements for the Sociology BA. Accepted students must also agree to finish MA program at Roosevelt and maintain good standing in master’s level courses.

Degree awards

The BA is awarded when all undergraduate requirements are completed (with substitution of three graduate level courses for three undergraduate departmental electives). The MA is awarded when all graduate requirements are completed, including one of the following options:

- Master’s thesis.
- Experiential research and learning project.
- Research and writing project.

Application deadlines

Fall term: Aug. 15
Spring term: Dec. 1

Teaching of Writing, Graduate Concentration

The graduate concentration in the Teaching of Writing is designed for those who are currently teaching in secondary schools or community colleges or who plan to teach at one of these levels, whether in literature, composition, creative writing or the humanities more generally. With this concentration, students will develop expertise in current issues in the teaching of writing, become strong and effective teachers in any writing-intensive course, and earn a professional complement to other training. Students will work closely with faculty in English who are experts in the theory and the practice of effective writing pedagogy.

Admission

The graduate concentration program is open to degree-seeking graduate students in English and related disciplines. All students (including those enrolled in the Creative Writing MFA program) must apply specifically to the concentration. Applicants will be accepted into the concentration on review of the following:

- Transcript(s) from previous institutions (BA needed in English or related field).
- Statement of purpose (includes a description of any background or experience in teaching writing, an explanation of future goals, and a detailed description of what the student expects to gain from this concentration program).

Requirements

The graduate concentration in the Teaching of Writing consists of a four-course set that trains students in both the theory and the practice of composition pedagogy.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 402</td>
<td>TOPICS IN LITERARY AND CRITICAL THEORY</td>
<td>3</td>
</tr>
<tr>
<td>ENG 463</td>
<td>SPECIAL TOPICS IN A SINGLE AUTHOR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 467</td>
<td>TEACHING WRITING: THEORY &amp; PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 485</td>
<td>INTERNSHIP IN TEACHING LITERATURE</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 12
COLLEGE OF EDUCATION

The College of Education prepares teachers, counselors, and leaders to transform schools and communities in the pursuit of knowledge and social justice. Through the continuous evaluation and refinement of academic programs, offerings are kept current and relevant to this core mission, real world contexts, and professional standards of quality. Faculty members are experienced and dedicated teachers who value individuality, creativity, compassion, and research. In addition, the college brings together talent and resources from a variety of disciplines, and incorporates cutting edge technologies. All programs include a variety of clinical experiences that augment and integrate academic studies.

The College of Education has a history of serving nontraditional as well as traditional students. Whether preparing professionals for urban or suburban classrooms, non-school settings, or working with older adults, the College of Education demonstrates a continuing commitment to quality and service. Programs are focused at the Chicago campus on Michigan Avenue; most graduate courses are scheduled in the evenings and on weekends. Some courses and the graduate programs in Teaching and Learning and Reading are offered online. The College's graduate programs provide continuing professional development to teachers and school personnel as well as initial preparation in teaching and counseling. The programs in Educational Leadership (Instructional Leadership and Dual Language Teacher Leadership), Language and Literacy (Reading and Second Language Special Education) and Teaching and Learning are designed for current practitioners. Initial teacher licensure is offered in the following areas through the New Deal Teacher Academy: Early Childhood Education, Elementary Education, Secondary Education and Special Education. Initial licensure is offered in School and Clinical Mental Health Counseling.

Accreditation and Licensure

Since 1975, the National Council for Accreditation of Teacher Education (NCATE) has accredited the College of Education. In addition, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits the counseling programs, and the Illinois State Board of Education (ISBE) approves all licensure programs. All licensure program completers are entitled to Roosevelt University's recommendation for one of the following Illinois endorsements: early childhood; school service personnel license with guidance specialist endorsement; elementary; reading specialist; special education LBS1; and high school, grades 9 through 12 in the areas of history, math, biology, chemistry, English, and business education.

Program Admission

Prospective students should apply for admission through the Office of Admission. Once admitted, students are assigned an advisor. Each program in the College of Education has its own screening procedures and requirements for admission. Enrollment in teacher licensure programs and the school counseling program requires a passing score on the ILTS Test of Academic Proficiency or an ACT or SAT score that meets the state's criterion, and a minimum of 120 semester hours of credit at the undergraduate level. The minimum undergraduate GPA required for graduate admission is 2.7, but some programs have higher standards. It is important, therefore, that prospective students consult with the Office of Admission concerning the requirements for the specific area in which they wish to pursue their studies.

Readmission

All graduate students who have been absent for three consecutive semesters (excluding the summer) must submit a Readmission Application to the Office of the Registrar and contact their graduate advisor for readmission to the college program. International students must seek readmission through the international student advisor.

Program Completion

Masters programs require completion within six years unless exception is formally approved by specific program. For the Doctoral program, the time between admission and completing the dissertation may be no more than six years. Students must petition for degree completion extension for continuation in the program after six years. There is no readmission to the program after eight years.

Continuing Enrollment

Graduate students in education must satisfy the basic requirements of Roosevelt University’s graduate division and the college requirements in their program. Most important, no more than six semester hours with grades of C may be counted toward an MA in education, and a cumulative grade point average of 3.0 is required for graduation and continuing enrollment. In addition, students must demonstrate the core professional dispositions outlined in the College of Education conceptual framework and in student handbooks; failure to do so may result in a hearing, remediation, and/or dismissal from the program. All remediation plans and decisions related to academic suspension/dismissal require the approval of the associate dean of the college.

Field and Clinical Experiences

Extensive contact with classrooms and/or community centers and first-hand experience in dealing with everyday problems are critical components of all programs. Through its Office of Field Placements, the College of Education offers a wide variety of field experience opportunities. Experiences in clinical sites range from observation to tutorials and small-group and large-group interactions, as well as participation in school and community activities. Field sites range from the city to the suburbs, and all candidates are required to interact with diverse learners in the context of their field and clinical experiences. Pre-practicum and practicum experiences satisfy State of Illinois licensure requirements.

The Office of Field Placements approves all clinical placements, taking into consideration the needs and interests of faculty, programs, and students. Students may only arrange their own placements when specifically asked to do so, using a list of approved sites. Under no circumstances should students contact schools or other sites without explicit permission from the Office of Field Placements. Requests for student teaching placements must be submitted two semesters in advance. Applications for student teaching, and other clinical experiences, are available from faculty advisors and from the Office of Field Placement. Orientations and other meetings related to field experiences are required of all students.

Transfer Credit

A maximum of six semester hours of acceptable graduate level course work from a regionally accredited graduate school may be considered for transfer to the MA programs under the following conditions: the credit has not been applied toward any other degree, the final grade is A or B, the credit will not be more than six years old when the degree is
Conference, and the content is equivalent to a requirement or appropriate as an elective in the degree sequence. The request for approval must be made during the student’s first semester at Roosevelt University, and the advisor must transmit the request to the registrar’s office via an official form and transcript. Acceptance of transfer credits will not reduce the number of semester hours that are required specifically at Roosevelt University for the graduate degree.

**Clinical Mental Health Counseling, MA**

The Counseling program is designed for students who aspire to transform schools and communities in the pursuit of social justice through individualized attention to the needs of children, adolescents, and adults. An undergraduate academic major in counseling is not required. Students may choose from degree programs in Clinical Mental Health Counseling and School Counseling.

The Clinical Mental Health Counseling program prepares students for work as professional counselors and to meet the comprehensive mental health needs of diverse clients. The program satisfies academic requirements for licensure as a professional counselor and clinical professional counselor in the State of Illinois. The program also meets the academic requirements for national certification in mental health counseling (CCMHC) and for national counselor certification (NCC).

**Admission**

Students are admitted only for the fall term at the Chicago campus. For priority consideration, the deadline for application is March 1. For regular consideration, the deadline is rolling until two weeks before the start of the fall semester. Applications for all scholarships and graduate assistantships are also due by the priority deadline of March 1.

Applicants must have a minimum grade point average of 3.0 on a 4.0 scale for the entirety of their undergraduate course work, a minimum of 120 credit hours at the undergraduate level, a personal statement outlining goals and aspirations, and two letters of recommendation from individuals who can evaluate academic or work abilities. Interviews are by invitation only, and are required prior to admission.

Decisions will be based on prior academic performance, current academic performance, the personal statement, letters of recommendation, and an evaluation of professional skills and dispositions.

**Requirements**

Students working toward the MA in Clinical Mental Health Counseling are required to complete 60 credit hours of graduate study. To qualify for Roosevelt University’s recommendation for the Licensed Professional Counselor, all state and program requirements in effect at the time of application must be met, including all clinical experience requirements and passing scores on the Counseling Preparation Comprehensive Exam and The National Counselor Exam.

All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for certification or the MA degree. Only two grades of C are allowed toward the MA degree.

At the time of admission, faculty advisors review transcripts and evaluate all course work completed at other colleges or universities. Advising plans are developed, and any needs, deficiencies, or electives are noted. Each student must confer with his/her assigned advisor before enrolling in the program and during each advising period to ensure that all requirements are being successfully completed.

Students are required to complete the following courses:

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 401</td>
<td>Professional Orientation and Ethical Practice in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHS 406</td>
<td>Statistics &amp; Research Methods in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHS 411</td>
<td>Social &amp; Cultural Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CHS 413</td>
<td>Foundations of Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CHS 416</td>
<td>Human Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>CHS 417</td>
<td>Career and Life-Style Planning</td>
<td>3</td>
</tr>
<tr>
<td>CHS 421</td>
<td>Theories of Group Dynamics and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHS 457</td>
<td>Topics/Issues in Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum & Internship Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 460</td>
<td>Pre-Practicum I: Basic Counseling Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CHS 462</td>
<td>Pre-Practicum II: Advanced Counseling Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CHS 463</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CHS 599</td>
<td>Internship: Clinical Mental Health</td>
<td>6</td>
</tr>
</tbody>
</table>

**Specialization Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 419</td>
<td>Psychopathology: Diagnosis &amp; Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>CHS 420</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHS 422</td>
<td>Topics in Substance Abuse and Addictive Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CHS 431</td>
<td>Clinical Mental Health Counsel</td>
<td>3</td>
</tr>
<tr>
<td>CHS 464</td>
<td>Child &amp; Adolescent Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives - 6.0 credits of courses approved by advisor 6

**Total Credit Hours**

60

Clinical experiences and two electives are required of all Clinical Mental Health students. Applications for practicum and internship courses must be submitted one year in advance of placement and are submitted through the Office of Field Placement.

Electives should be determined in consultation with a faculty advisor. Procedures for Student Performance Reviews, available on the college website, will be followed if students are rejected for clinical placement at least three times due to concerns about academic or interview performance.

**Dual Language Teacher Leadership MA**

**Offered: Face-to-Face with Online and Travel Abroad options**

This 30-33 credit hour MA program is designed to prepare licensed early childhood, elementary and secondary teachers to be Dual Language
teacher leaders. Required courses are aligned with Illinois Teaching and Leadership Standards, the National Teacher Leader Model Standards and the Interstate School Leaders Licensure Consortium Standards; meeting the requirements of Illinois State Board of Education ESL/Bilingual Endorsement and the Teacher Leader Endorsement. A practicum (DLTL 470) and internship capstone course (DLTL 480) develop the skills needed to continuously advocate for improving Bilingual and Dual Language programming and instructional practices. An optional travel abroad Practicum, DTLT 470b, and a Spanish Language and Hispanic Cultures for Educators, DTLT 456, are options for teachers who wish to further develop academic Spanish proficiency. The ESL/Bilingual Endorsement and the Teacher Leader Endorsement can be added to a State of Illinois teaching license upon the successful completion of the program.

Admission
Applicants for admission must possess an undergraduate degree, and an undergraduate or graduate grade point average of at least 2.7 on a 4.0 scale. They also must hold a valid teaching certificate or license. Applicants submit a personal goals statement, two letters of recommendation and interview. Demonstration of Spanish proficiency through 6.0 college credit hours of upper-level Spanish, a bilingual endorsement, and/or Spanish teaching experience is required for admission to the program.

Requirements
To earn the MA in Dual Language Teacher Leadership, students must complete 30-33 semester hours of course work with a minimum grade point average of 3.0. No grades below C may apply toward the degree, and no more than two courses with grades of C or C+ are allowed (C- grades are unacceptable). Students must complete 3 credit hours of DTLT 400 Spanish Language and Hispanic Cultures for Educators – spread across 3 semesters. Students who demonstrate mastery of Spanish with the successful completion of the ISBE Spanish language examination can waive the DTLT 400 class requirement.

- DTLT 400  SPANISH LANGUAGE AND HISPANIC CULTURES FOR EDUCATORS 3
- DTLT 410  FOUNDATIONS OF BILINGUAL & DUAL LANGUAGE EDUCATION 3
- DTLT 425  CRITICAL ISSUES AND INQUIRY IN BILINGUAL & DUAL LANGUAGE EDUCATION 3
- DTLT 443  ACADEMIC LANGUAGE DEVELOPMENT ACROSS THE CONTENT AREAS 3
- DTLT 447  BILITERACY PROGRAM DESIGN & DEVELOPMENT: READING, WRITING, & CROSS-LING METHODS FOR BILINGUAL TEACH 3
- DTLT 449  EVALUATING BILINGUAL STUDENT LEARNING 3
- DTLT 464  EXPLORING TEACHER LEADERSHIP: FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS 3
- DTLT 467  SUPERVISION, EVALUATION, AND PROFESSIONAL DEVELOPMENT OF BILINGUAL EDUCATORS 3
- DTLT 470  TEACHER LEADER PRACTICUM - METHODS & MATERIALS FOR TEACHING ACADEMIC SECOND LANGUAGE 3
- DTLT 474  MEASUREMENT, EVALUATION, AND SUSTAINABILITY OF EFFECTIVE PROGRAMS 3
- DTLT 480  INTERNSHIP: ADVOCACY FOR DUAL LANGUAGE EDUCATION 3

Total Credit Hours 33

Early Childhood Education, MA

This program is designed for students who wish to earn an Illinois teaching license to work with children from birth through grade three. The requirements for the Illinois early childhood teaching license are integrated with the program. With the addition of an elective, students are also eligible for the Early Childhood Special Education approval. The program is ideal for students who do not have an undergraduate major in education, but who aspire to transform schools and classrooms in pursuit of social justice.

Admission
Admission to the program requires a BA degree in any academic area with a grade point average of 2.7 on a 4.0 scale, at least 120 credit hours of undergraduate courses from an accredited college or university, and professional dispositions that have been demonstrated through an interview. A passing score on the Test of Academic Proficiency or an ACT or SAT score that meets the state's criterion also is required for continued enrollment in the program.

Requirements
To be awarded the MA in early childhood education, students must successfully complete a 39 credit hour program of study, and all requirements for the teaching license. A total of 36 credit hours of education courses are required for the license; students may earn the license prior to completing the MA degree. To earn the teaching license, students must complete an approved student teaching experience having two placements, a minimum of 120 clock hours of pre-student teaching field and service learning experiences, all general education requirements, and any additional course work or tests needed to satisfy accreditation, State of Illinois, and/or Roosevelt University requirements. All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for licensure or the MA degree (C- grades are unacceptable).

At the time of admission, an advisor reviews transcripts and evaluates all course work completed at other colleges or universities. Advising plans are developed and any deficiencies related to licensure requirements are noted. If additional course work is needed, the student’s advisor will indicate the course work needed on an advising plan. Students must confer with their assigned advisors before enrolling in the program and during each advising period to ensure that all requirements are being successfully completed.

Professional Education
- ECHD 405  ASSESSMENT IN EARLY CHILDHOOD 3
- ECHD 409  CHILD, FAMILY, AND COMMUNITY 3
- ECHD 411  HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION 3
Field and Clinical Experiences

SPED 419 EXCEPTIONAL CHILDREN & YOUTH, and ECHD 433 PRIMARY MATH, SCIENCE, & SOCIAL STUDIES, ECHD 437 LITERACY IN EARLY CHILDHOOD EDUCATION:READING-LANGUAGE ARTS, and ECHD 438 EARLY CHILDHOOD CURRICULUM:INFANT/TODDLER/PRESCHOOL all require 25 hours of field experience in a preprimary or primary grade. ECHD 409 CHILD, FAMILY, AND COMMUNITY requires 20 hours of service learning. ECHD 482 EARLY CHILDHOOD SPECIAL EDUCATION METHODS requires 20 hours of field experience, and is a recommended elective in the program. Students who successfully complete ECHD 482 EARLY CHILDHOOD SPECIAL EDUCATION METHODS will earn an early childhood special education approval on their teaching license.

Placement in two student teaching sites is planned with consideration of professional standards and each student’s needs and interests. These primary and pre-primary placements are open only to students who have successfully completed the appropriate general education, and professional education courses, the required Illinois TAP or substituted the ACT or SAT and early childhood content tests, and other College of Education and admission to student teaching requirements. Placements in sites with diverse student populations are required. Students must make formal application two semesters prior to the semester in which they plan to do their student teaching. Applicants are expected to be in good physical health and academic standing, and must provide evidence of competency with regard to professional dispositions, including the passage of a criminal background check.

In order to qualify for Roosevelt University’s recommendation for the early childhood teaching license, all requirements in effect at the time of application must be met, including general education work. Students whose bachelor’s degree program does not satisfy RU general education requirements can complete this work concurrently with the master’s degree requirements. Students should consult with their assigned advisor to determine which courses may be accepted in fulfillment of the requirements. The Illinois State Board of Education requires satisfactory scores on the Test of Academic Proficiency or ACT or SAT, the Early Childhood Content Test, and the edTPA before issuing a license.

General Education Required for Licensure in Early Childhood

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mathematics (MATH 105 or equivalent)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science (one biological and one physical)</td>
<td>6-7</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Social sciences (at least one course in US history or American government)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Non-Western/Third World (humanities or social science)</td>
<td>3</td>
<td>1 Required to be a lab course</td>
</tr>
<tr>
<td>course covering Asia, Africa, Central/South America, or Native American)</td>
<td></td>
<td>2 May also be counted as humanities or Social science hours</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>36-37</td>
<td>With a minimum of GPA of 3.0 and no grade below C</td>
</tr>
</tbody>
</table>

Elementary Education, MA

The Elementary Education program is designed for students who have undergraduate degrees in fields other than education and who aspire to transform elementary schools in the pursuit of social justice. The requirements for the Illinois teaching license are integrated with the program. Additional courses must be taken to earn an endorsement to teach at the middle school level.

Admission

Applicants to the program must have a minimum grade point average of 2.7 on a 4.0 scale for the entirety of their undergraduate course work, a minimum of 120 credit hours at the undergraduate level, and a passing score on the Test of Academic Proficiency or an ACT or SAT score that meets the state's criterion. Professional dispositions also must be demonstrated. A total of 24 credit hours of courses in a teaching discipline (English, math, history, etc.) are required for an endorsement to teach at the middle school level.

Requirements

To be awarded the MA in Elementary Education, students must successfully complete a 42 credit hour program of study, and all requirements for the teaching license. 39 credit hours of education courses are required for the license; students may earn the license prior to completing the MA degree.

To earn the Illinois teaching license, students must complete an approved student teaching experience, a minimum of 110 clock hours of pre-student teaching field experiences, all general education requirements, and any additional course work or tests needed to satisfy accreditation, State of Illinois, and/or Roosevelt University requirements. All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for licensing or the MA degree (C- grades are unacceptable).

At the time of admission, advisors review transcripts and evaluate all course work completed at other colleges or universities. Advising plans are developed and any deficiencies related to licensure requirements are noted. If additional course work is needed, the student’s advisor
will indicate the course work needed for licensure or a middle school endorsement. Each student must confer with his/her assigned advisor before enrolling in the program and during each advising period to ensure that all requirements are being successfully completed.

The following courses are required to earn licensure and complete the MA in elementary education:

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 402</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>ELED 400</td>
<td>CURRICULUM, INSTRUCTION, AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>ELED 401</td>
<td>FOUNDATIONS &amp; COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>ELED 402</td>
<td>INTEGRATING HEALTH, ARTS, AND PHYSICAL EDUCATION ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
<tr>
<td>ELED 403</td>
<td>FIELD EXPERIENCE I</td>
<td>1</td>
</tr>
<tr>
<td>ELED 428</td>
<td>FIELD EXPERIENCE II</td>
<td>1</td>
</tr>
<tr>
<td>ELED 441</td>
<td>METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ELED 446</td>
<td>METHODS OF TEACHING SCIENCE IN THE ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ELED 447</td>
<td>METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ELED 448</td>
<td>FIELD EXPERIENCE III</td>
<td>1</td>
</tr>
<tr>
<td>READ 420</td>
<td>TEACHING READING IN THE ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>READ 432</td>
<td>STRATEGIES AND MATERIALS FOR TEACHING READING, WRITING, AND LANGUAGE</td>
<td>3</td>
</tr>
<tr>
<td>SPED 419</td>
<td>EXCEPTIONAL CHILDREN &amp; YOUTH</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Teaching**

A 15-week student teaching experience is arranged in accordance with professional standards and with consideration of each student’s needs and interests. Student teaching assignments are not appropriate or approved in schools where students or family members have had full-time employment. Whether as a teacher, an aide, or in any support or administrative capacity. Student teaching is open only to students who have completed all requirements related to general education courses and professional education courses, as well as the Test of Academic Proficiency or ACT or SAT score that meets the state’s criterion, the elementary content exam, and all field experiences and admission requirements for student teaching. Formal application two semesters prior to student teaching is required.

Applicants are expected to be in good physical health, free from severe, chronic, or persistent personal or emotional difficulties, and well prepared in general education, content knowledge, professional dispositions, and professional education. A College of Education faculty member and a resident cooperating teacher supervise each student.

Student teachers may not engage in outside employment or take any additional course work while they are student teaching, unless the faculty advisor has approved simultaneous enrollment in EDUC 480 INQUIRY IN THE CLASSROOM. Student teaching is a full-time responsibility of no less than 15 weeks.

**Licensure Requirements**

In order to qualify for Roosevelt University’s recommendation for the elementary teaching license, all requirements including general education work in effect at the time of application must be met. The Illinois State Board of Education also requires satisfactory scores on the TAP or an ACT or SAT score that meets the state’s criterion, the Elementary content exam, and the edTPA prior to issuing a license.

Students applying for the elementary education license must meet the general education requirements listed below. If a student’s bachelor’s degree program has deficiencies in the general education requirements, the student may complete this work concurrently with graduate degree requirements.

**General Education Requirements for State Licensure in Elementary Education**

**Communication Skills**

| Written Communication | 6 |

**Humanities**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 106</td>
<td>THE UNITED STATES TO 1865</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 107</td>
<td>THE UNITED STATES SINCE 1865</td>
<td></td>
</tr>
<tr>
<td>ENG 115</td>
<td>EXPLORING LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>ART 101</td>
<td>INTRODUCTION TO THE VISUAL ARTS</td>
<td>3</td>
</tr>
<tr>
<td>or THAR 206</td>
<td>FUNDAMENTALS OF ACTING I</td>
<td></td>
</tr>
</tbody>
</table>

Total Required Humanities (must include American History) 9

**Mathematics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 105</td>
<td>FOUNDATIONS OF ARITHMETIC</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115</td>
<td>QUANTITATIVE &amp; SPATIAL REASONING</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>COLLEGE ALGEBRA</td>
<td>3</td>
</tr>
<tr>
<td>MATH 217</td>
<td>ELEMENTARY STATISTICS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Non-Western/Third World/Multicultural**
Asia, African, Central/South America or Native American or their descendants in the US (may also be counted in Humanities or Social Science)

**RU Mission-Related Courses**

ACP 101 FIRST YEAR SEMINAR
ACP 110 PRIMARY TEXTS
ACP 250 GROUNDS FOR CHANGE
LIBS 201 WRITING SOCIAL JUSTICE

**Science**

BIOL 111 HUMAN BIOLOGY
or BIOL 112 ENVIRONMENTAL BIOLOGY
PHSC 101 PHYSICAL GEOGRAPHY I
or PHSC 103 GLOBAL CLIMATE CHANGE
Must include biological and physical science, including at least one lab

**Social Science**

HIST 111 THE WORLD TO 1500
or HIST 112 THE WORLD SINCE 1500
POS 101 UNITED STATES POLITICS
or POS 102 INTRODUCTION TO COMPARATIVE POLITICS
Total Required Social Science (must include American Government)

ECON 234 ELEMENTARY STATISTICS

Total Credit Hours

---

**Instructional Leadership, MA**

The program in educational leadership is designed for students who wish to be educational leaders in schools, postsecondary institutions, professional associations, nonprofit organizations, and government.

The MA in Instructional Leadership prepares licensed teachers to become teacher leaders, assistant principals, and principals in diverse schools and community contexts. All goals, activities, outcomes, field experiences, assessments, and internship courses meet state rules and regulations and are aligned with the Interstate School Leaders Licensure Consortium (ISLLC, 2008) Standards and the College of Education’s Conceptual Framework.

The program works in close partnership with five school districts in the northwest Chicago suburbs to admit candidates, deliver training and instruction, and assess outcomes. A subsidiary partnership with the national non-profit organization Kids At Hope (KAH) also is a distinctive feature of the degree. KAH works with schools and other community-based agencies to implement strategies that strengthen the belief that "all children are capable of success -- no exceptions."

**Admission**

Applications to the MA degree in Instructional Leadership are accepted on a rolling basis throughout the year. Two years of successful teaching on a valid and current Illinois teaching license, at least two letters of recommendation from supervisors attesting to students’ academic growth and the applicant’s leadership activities and potential, a personal essay, and the approval of the Partnership Steering Committee are required for admission to the MA degree program. For a full description of all the admission requirements, contact the Office of Admission or the program coordinator. A meeting with the program coordinator is strongly recommended prior to the submission of the admission application and documentation.

**Requirements**

Six core courses (18 credit hours) define the MA degree in Instructional Leadership. All courses must be passed with grades of C or higher to earn the degree. A cumulative 3.0 grade point average is required for continuing enrollment.

**Core Courses**

ILED 401 ASSESSMENT AND DATA ANALYSIS
ILED 411 LEADERSHIP FOR ALL STUDENTS
ILED 412 BUILDING SCHOOL CULTURE AND COLLABORATION WITH DIVERSE STAKEHOLDERS
ILED 420 INSTRUCTIONAL SUPERVISION AND EVALUATION IN AN AGE OF ACCOUNTABILITY
ILED 430 MENTOR COACH & LEAD
ILED 435 ORGANIZING AND DEVELOPING INNOVATIVE CURRICULUM

**Concentration**

Select one of the following concentrations: 12-15

Principal Endorsement
Teacher Leader

Total Credit Hours

---

**Concentrations**

The MA in Instructional Leadership offers two concentrations: Principal Endorsement and Teacher Leader. The selection of a concentration should be done in collaboration with the program coordinator. Enrollment in the Principal Endorsement Concentration requires a second level of admission vetting.

**Principal Endorsement Concentration**

To earn admission to the 15 credit hour Principal Endorsement Concentration, all candidates must have already earned admission to the MA in Instructional Leadership. In addition, candidates must present evidence of a passing score on the ILTS Test of Basic Skills or TAP (Test of Academic Proficiency), successfully present a portfolio of artifacts documenting the leadership achievements and potential of the candidate, sit for an interview and successfully complete a written response to scenarios. For a full description of all the admission requirements, contact the program coordinator. A meeting with the program coordinator is strongly recommended before applying for admission.

Successful completion of the following courses and all other state requirements will lead to the Principal Endorsement on an Illinois Professional Educator license.

ILED 440 PLANNING, DELIVERING, AND ASSESSING SCHOOL IMPROVEMENT PROGRAMS
ILED 451 SCHOOL MANAGEMENT & BUDGET
ILED 453 LEGAL ISSUES IN PRE-K TO 12 EDUCATION (LEGAL ISSUES IN PRE-K-12 EDUC)
The Bilingual/ESL Literacy concentration does not require teaching experience, but it does require a teaching license. All courses are delivered online.

### Bilingual/ESL Literacy concentration

The Bilingual/ESL Literacy concentration does not require teaching experience, but it does require a teaching license. All courses are delivered online.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 458</td>
<td>LINGUISTICS FOR ESL TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>READ 468</td>
<td>FOUNDATIONS OF BILINGUAL AND ESL EDUCATION (10-30 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 473</td>
<td>ASSESSMENT OF BILINGUAL STUDENTS (10-25 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 474</td>
<td>METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS (10-20 clinical hours)</td>
<td>3</td>
</tr>
</tbody>
</table>
Health Counseling and School Counseling are required. Students may choose from degree programs in Clinical Mental Health Counseling and School Counseling.

Post-Secondary Reading concentration
The Post-Secondary Reading concentration requires teaching experience in a community college or other adult educational setting. This concentration does not lead to an endorsement, but it does provide expertise in adult reading and literacy instruction.

Reading Specialist concentration
The Reading Specialist concentration requires the reading specialist exam at the completion of the concentration and a minimum of two years of documented teaching experience. It is available online and at the Schaumburg campus.

School Counseling, MA
The Counseling program is designed for students who aspire to transform schools and communities in the pursuit of social justice through individualized attention to the needs of children, adolescents, and adults. An undergraduate academic major in counseling is not required. Students may choose from degree programs in Clinical Mental Health Counseling and School Counseling.

Total Credit Hours
18

Requirements
To be awarded the MA in School Counseling, students must successfully complete 51-60 credit hours of study. To qualify for Roosevelt University’s recommendation for the school service personnel certificate in school counseling (Type 73), all state and program requirements in effect at the time of application must be met, including all clinical experience requirements and passing scores on the ICTS Basic Skills Test and the ICTS Guidance Test. All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for certification or the MA degree. Only two grades of C are allowed toward a field-based project at the post-secondary level.

Admission
Students are admitted only for the fall term at the Chicago campus. For priority consideration, the deadline for application is March 1. For regular consideration, the deadline is rolling until two weeks before the start of the Fall semester. Applications for all scholarships and assistantships are also due by the priority deadline of March 1.

Applicants must have a minimum grade point average of 3.0 on a 4.0 scale for the entirety of their undergraduate course work, a minimum of 120 credit hours of credit at the undergraduate level, a personal statement outlining goals and aspirations, and two letters of recommendation from individuals who can evaluate academic or work abilities. Applicants for the program in School Counseling must submit evidence of a passing score on the Basic Skills Test administered by the Illinois Certification Testing System. Interviews are by invitation only, and are required prior to admission.

Decisions will be based on prior academic performance, current academic performance, the personal statement, letters of recommendation, and an evaluation of professional skills and dispositions.

School Counseling, MA
The Counseling program is designed for students who aspire to transform schools and communities in the pursuit of social justice through individualized attention to the needs of children, adolescents, and adults. An undergraduate academic major in counseling is not required. Students may choose from degree programs in Clinical Mental Health Counseling and School Counseling.

Total Credit Hours
18

Requirements
To be awarded the MA in School Counseling, students must successfully complete 51-60 credit hours of study. To qualify for Roosevelt University’s recommendation for the school service personnel certificate in school counseling (Type 73), all state and program requirements in effect at the time of application must be met, including all clinical experience requirements and passing scores on the ICTS Basic Skills Test and the ICTS Guidance Test. All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for certification or the MA degree. Only two grades of C are allowed toward a field-based project at the post-secondary level.

Admission
Students are admitted only for the fall term at the Chicago campus. For priority consideration, the deadline for application is March 1. For regular consideration, the deadline is rolling until two weeks before the start of the Fall semester. Applications for all scholarships and assistantships are also due by the priority deadline of March 1.

Applicants must have a minimum grade point average of 3.0 on a 4.0 scale for the entirety of their undergraduate course work, a minimum of 120 credit hours of credit at the undergraduate level, a personal statement outlining goals and aspirations, and two letters of recommendation from individuals who can evaluate academic or work abilities. Applicants for the program in School Counseling must submit evidence of a passing score on the Basic Skills Test administered by the Illinois Certification Testing System. Interviews are by invitation only, and are required prior to admission.

Decisions will be based on prior academic performance, current academic performance, the personal statement, letters of recommendation, and an evaluation of professional skills and dispositions.

School Counseling, MA
The Counseling program is designed for students who aspire to transform schools and communities in the pursuit of social justice through individualized attention to the needs of children, adolescents, and adults. An undergraduate academic major in counseling is not required. Students may choose from degree programs in Clinical Mental Health Counseling and School Counseling.

Total Credit Hours
18

Requirements
To be awarded the MA in School Counseling, students must successfully complete 51-60 credit hours of study. To qualify for Roosevelt University’s recommendation for the school service personnel certificate in school counseling (Type 73), all state and program requirements in effect at the time of application must be met, including all clinical experience requirements and passing scores on the ICTS Basic Skills Test and the ICTS Guidance Test. All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for certification or the MA degree. Only two grades of C are allowed toward a field-based project at the post-secondary level.

Admission
Students are admitted only for the fall term at the Chicago campus. For priority consideration, the deadline for application is March 1. For regular consideration, the deadline is rolling until two weeks before the start of the Fall semester. Applications for all scholarships and assistantships are also due by the priority deadline of March 1.

Applicants must have a minimum grade point average of 3.0 on a 4.0 scale for the entirety of their undergraduate course work, a minimum of 120 credit hours of credit at the undergraduate level, a personal statement outlining goals and aspirations, and two letters of recommendation from individuals who can evaluate academic or work abilities. Applicants for the program in School Counseling must submit evidence of a passing score on the Basic Skills Test administered by the Illinois Certification Testing System. Interviews are by invitation only, and are required prior to admission.

Decisions will be based on prior academic performance, current academic performance, the personal statement, letters of recommendation, and an evaluation of professional skills and dispositions.

School Counseling, MA
The Counseling program is designed for students who aspire to transform schools and communities in the pursuit of social justice through individualized attention to the needs of children, adolescents, and adults. An undergraduate academic major in counseling is not required. Students may choose from degree programs in Clinical Mental Health Counseling and School Counseling.

Total Credit Hours
18

Requirements
To be awarded the MA in School Counseling, students must successfully complete 51-60 credit hours of study. To qualify for Roosevelt University’s recommendation for the school service personnel certificate in school counseling (Type 73), all state and program requirements in effect at the time of application must be met, including all clinical experience requirements and passing scores on the ICTS Basic Skills Test and the ICTS Guidance Test. All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for certification or the MA degree. Only two grades of C are allowed toward a field-based project at the post-secondary level.

Admission
Students are admitted only for the fall term at the Chicago campus. For priority consideration, the deadline for application is March 1. For regular consideration, the deadline is rolling until two weeks before the start of the Fall semester. Applications for all scholarships and assistantships are also due by the priority deadline of March 1.

Applicants must have a minimum grade point average of 3.0 on a 4.0 scale for the entirety of their undergraduate course work, a minimum of 120 credit hours of credit at the undergraduate level, a personal statement outlining goals and aspirations, and two letters of recommendation from individuals who can evaluate academic or work abilities. Applicants for the program in School Counseling must submit evidence of a passing score on the Basic Skills Test administered by the Illinois Certification Testing System. Interviews are by invitation only, and are required prior to admission.

Decisions will be based on prior academic performance, current academic performance, the personal statement, letters of recommendation, and an evaluation of professional skills and dispositions.

School Counseling, MA
The Counseling program is designed for students who aspire to transform schools and communities in the pursuit of social justice through individualized attention to the needs of children, adolescents, and adults. An undergraduate academic major in counseling is not required. Students may choose from degree programs in Clinical Mental Health Counseling and School Counseling.
Second Language Special Education, MA

This 32-credit-hour master’s program is designed to prepare licensed K through 12 teachers to enhance the learning of diverse learners and English language learners. Required courses are aligned with State of Illinois endorsements in special education (LBSI) and bilingual/ESL education. The LBSI and bilingual/ESL endorsements can be added to a State of Illinois teaching license upon the successful completion of the program.

Completion of the program qualifies graduates to teach children who have all areas of special education needs, or who may be under consideration for special needs services, with the exception of sensory impairments and communication disorders. Graduates also can teach children who speak English as a second language. Graduates also can teach in bilingual classroom settings, once they have passed a language fluency exam.

Admission

Applicants for admission must possess an undergraduate degree and an undergraduate or graduate grade point average of at least 2.7 on a 4.0 scale. They also must hold a valid teaching certificate or license.

Requirements

To earn the MA in Second Language Special Education, students must complete 32 credit hours of course work with a minimum grade point average of 3.0. No grades below C may apply toward the degree, and no more than two courses with grades of C or C+ are allowed (C- grades are unacceptable).

Required READ courses

SECOND LANGUAGE SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 460</td>
<td>PRE-PRACTICUM I: BASIC COUNSELING SKILLS AND TECHNIQUES</td>
<td>3</td>
</tr>
<tr>
<td>CHS 462</td>
<td>PRE-PRACTICUM II: ADVANCED COUNSELING SKILLS AND TECHNIQUES</td>
<td>3</td>
</tr>
<tr>
<td>CHS 463</td>
<td>COUNSELING PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>CHS 498</td>
<td>INTERNSHIP: SCHOOL COUNSEL</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 414</td>
<td>SCHOOL COUNSELING, ENVIRONMENT, &amp; CONSULTATION</td>
<td>3</td>
</tr>
<tr>
<td>CHS 418</td>
<td>ORGANIZATION, ADMINISTRATION, &amp; LEADERSHIP OF EFFECTIVE SCHOOL COUNSELING PROGRAMS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 419</td>
<td>EXCEPTIONAL CHILDREN &amp; YOUTH</td>
<td>3</td>
</tr>
<tr>
<td>CHS 464</td>
<td>CHILD &amp; ADOLESCENT COUNSELING</td>
<td>3</td>
</tr>
</tbody>
</table>

Those seeking Type 73 certification AND licensure as a professional counselor

Complete these courses, in addition to the core specialization courses for School Counseling:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 419</td>
<td>PSYCHOPATHOLOGY: DIAGNOSIS &amp; TREATMENT PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>CHS 420</td>
<td>MARRIAGE AND FAMILY COUNSELING</td>
<td>3</td>
</tr>
<tr>
<td>CHS 422</td>
<td>TOPICS IN SUBSTANCE ABUSE AND ADDICTIVE DISORDERS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 57

SECOND LANGUAGE SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 458</td>
<td>LINGUISTICS FOR ESL TEACHERS (10-20 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 468</td>
<td>FOUNDATIONS OF BILINGUAL AND ESL EDUCATION (10-20 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 473</td>
<td>ASSESSMENT OF BILINGUAL STUDENTS (10-20 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 474</td>
<td>METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS (10-20 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 475</td>
<td>METHODS AND MATERIALS FOR TEACHING ESL (10-25 clinical hours)</td>
<td>3</td>
</tr>
<tr>
<td>READ 476</td>
<td>CROSS-CULTURAL STUDIES FOR TEACHING LIMITED ENGLISH STUDENTS (10-20 clinical hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Special Education courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 440</td>
<td>ASSESSMENT IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 442</td>
<td>CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION</td>
<td>4</td>
</tr>
<tr>
<td>SPED 443</td>
<td>CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>or SPED 446</td>
<td>CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>SPED 450</td>
<td>TECHNOLOGY FOR SPECIAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 32

Secondary Education, MA

The secondary education program is designed for students who wish to become teachers in grades 9-12 in Biology, Business, Chemistry, English, History, and Mathematics. An undergraduate degree in one of these areas is recommended, but the program helps students to obtain the necessary content knowledge coursework required if the degree is in a different area.

The requirements for the Illinois teaching license for grades 9 through 12 are integrated with the program. Additional courses must be taken to earn an endorsement to teach at the middle school level.

Admission

Applicants to the program must have a minimum grade point average of 2.7 on a 4.0 scale for the entirety of their undergraduate course work, a minimum of 120 semester hours of credit at the undergraduate level, and a passing score on the Illinois Test of Academic Proficiency or have substituted an ACT or SAT score that meets the state’s criterion. Professional dispositions also must be demonstrated. Applicants who have taken other graduate-level course work must have a minimum 3.0 GPA in these courses. Students may earn admission to the program without an undergraduate major in biology, chemistry, business, English, history, or mathematics, but must complete the equivalent of an undergraduate major in one of these areas in order to earn licensure and the MA degree in secondary education.

Requirements

To be awarded the MA in secondary education, students must successfully complete a 32 semester-hour program of study, and all requirements for the Illinois teaching license. For the license, 26 semester
hours of education courses are required; students may earn the license before completing the MA degree.

To earn the teaching license, students must complete an approved student teaching experience, a minimum of 100 clock hours of pre-student teaching field experiences, all of the requirements for an academic major in one of the approved programs, and any additional course work or tests needed to satisfy accreditation, State of Illinois, and/or Roosevelt University requirements.

All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for licensure or the MA degree (C- or Roosevelt University requirements). At the time of admission, advisors review transcripts and evaluate all course work completed at other colleges or universities. Advising plans are developed and any deficiencies related to licensure requirements are noted. If additional course work is needed, the student’s advisor will indicate the course work needed to gain major equivalence for licensure. Each student must confer with his/her assigned advisor before enrolling in the program and during each advising period to ensure that all requirements are being successfully completed.

The following courses are required to earn licensure and complete the MA in secondary education:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 402</td>
<td>3</td>
</tr>
<tr>
<td>READ 463</td>
<td>3</td>
</tr>
<tr>
<td>SEED 401</td>
<td>4</td>
</tr>
<tr>
<td>SEED 450</td>
<td>4</td>
</tr>
<tr>
<td>SPED 419</td>
<td>3</td>
</tr>
</tbody>
</table>

Area of Certification

Select one of the following courses in methods with an advisor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 421</td>
<td>3</td>
</tr>
<tr>
<td>SEED 422</td>
<td>3</td>
</tr>
<tr>
<td>SEED 423</td>
<td>3</td>
</tr>
<tr>
<td>SEED 426</td>
<td>3</td>
</tr>
<tr>
<td>SEED 427</td>
<td>3</td>
</tr>
</tbody>
</table>

Required for the MA Only

One course in multicultural perspectives in educational practice (EDUC 449, EDUC 459, or CHS 411)

EDUC 480      3

Student Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 460</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 32

Field Experience

First-hand experiences with diverse learners in middle school and high school classrooms are required. Students are enrolled in courses that include field experiences; in these courses, they participate in classrooms as observers, tutors, and participants in large group activities. Field experiences involve both urban and suburban placements and must include schools with traditionally underserved populations. SEED 401 SECONDARY EDUCATION, SEED 450 FIELD EXPERIENCE IN SECONDARY EDUCATION, and SPED 419 EXCEPTIONAL CHILDREN & YOUTH are field experience courses. Students who are currently employed as full-time teachers or who have completed field experiences in other programs may petition to have these hours considered for meeting requirements. However, all petitions must be directed to the entire faculty of the program, and all petitions must be received at the time of admission and initial enrollment in the program.

Student Teaching

A 15-week student teaching experience is arranged in accordance with professional standards and with consideration of each student’s needs and interests. Student teaching is open only to those who have completed all general education courses, an academic major, Test of Academic Proficiency or have substituted an ACT or SAT score that meets the state’s criterion and the appropriate content exam, professional education courses, and other requirements for admission to student teaching. Formal application two semesters prior to student teaching is required.

Applicants are expected to be in good physical health, free from severe, chronic, or persistent personal or emotional difficulties, and well prepared in general education, the academic major, professional dispositions, and professional education. A College of Education faculty member and a resident cooperating teacher supervise each student. Students are required to submit various assignments via Taskstream that document their growth, instructional orientation, and impact on student learning.

Student teaching assignments are not appropriate or approved in a school where a student or family member has full-time employment, whether as a teacher, an aide, or in any support or administrative capacity. Student teaching is a full-time responsibility of no less than 15 weeks. Student teachers may not engage in outside employment or take any additional course work while they are student teaching.

Before issuing a license, the Illinois State Board of Education requires passing performance on the Test of Academic Proficiency or an ACT or SAT score that meet’s the state’s criterion, the content area test appropriate to the endorsement that the teacher candidate is seeking, and the edTPA. Students must consult with their assigned advisor to determine which courses taken at Roosevelt and at other institutions are acceptable for meeting state licensure requirements.

In secondary education, a general education course is required of all candidates:

- A three semester-hour course in non-Western/Third World history, culture, or educational practice.

Secondary Education, MA for Math and Business Majors

This Secondary Education MA is designed for Roosevelt undergraduates who wish to become secondary teachers in mathematics or business. Students earn a BA degree in four years in their Math or Business content.
Students who successfully complete the program earn a State of Illinois teaching license with an endorsement in math or business, grades 9-12. Other endorsements may be earned, in consultation with a professional advisor in the College of Education. The program is offered on the Chicago campus.

Admission

Applicants apply for admission at any time prior to the final semester of undergraduate study. Applicants must have a desire to become high school teachers and must possess the following qualifications:

- A major in Math or Business at Roosevelt University.
- A 2.7 overall GPA (or better) in all undergraduate courses on transcripts, with no grades below C (C- grades are unacceptable).
- A 2.7 GPA (or better) in Mathematics major courses, or a 3.0 GPA or better in required Business major courses, with no grade lower than C in any course (C- grades are unacceptable).
- Clear potential for effective communication and leadership, as evidenced through an interview.
- An ACT composite score of 22 or higher (inclusive of the writing section) or a passing score on all sections of the Test of Academic Proficiency.

Admitted students must agree to finish the MA in Secondary Education at Roosevelt University and maintain good standing in master’s level courses.

Requirements

Students must complete all general education and content courses required to earn a teaching license at Roosevelt University in the areas of math or business. Please consult as soon as possible with an education advisor in the College of Education about these requirements. In general, they are the same as the general education requirements for other students in the College of Arts and Sciences and the College of Business; however, specific courses may be required in order to earn an endorsement in the area of specialization (e.g., math or business).

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 402</td>
<td>CHILD DEVELOPMENT, LEARNING, AND MOTIVATION</td>
<td>3</td>
</tr>
<tr>
<td>READ 463</td>
<td>TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>SEED 401</td>
<td>SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SEED 450</td>
<td>FIELD EXPERIENCE IN SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SPED 419</td>
<td>EXCEPTIONAL CHILDREN &amp; YOUTH</td>
<td>3</td>
</tr>
</tbody>
</table>

Area of Certification

Select one of the following methods courses with an advisor:

- SEED 421  METHODS OF TEACHING SECONDARY BUSINESS EDUCATION
- SEED 423  METHODS OF TEACHING MS & SECONDARY MATH

Required for MA Only

Select one course in multicultural perspectives in educational practice of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 449</td>
<td>TEACH FOR EQUITY &amp; SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 459</td>
<td>HISTORY OF SCHOOLING AND EDUCATION OF MARGINALIZED PEOPLES IN THE US</td>
<td>3</td>
</tr>
<tr>
<td>CHS 411</td>
<td>SOCIAL &amp; CULTURAL FOUNDATIONS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 480</td>
<td>INQUIRY IN THE CLASSROOM</td>
<td>3</td>
</tr>
</tbody>
</table>

Student Teaching

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 460</td>
<td>STUDENT TEACHING SEMINAR: SECONDARY EDUCATION</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 32

Field and clinical experiences

Field experiences in this program involve urban placements and must include culturally diverse learners. Experiences take place in middle school and high school settings, and involve teacher candidates in individual, small group, and whole class instruction, observation, and participation in community-based activities. A minimum of 100 hours of field experiences is required prior to student teaching.

Placement in student teaching is planned with consideration for each student’s needs and interests. A College of Education faculty member as well as a resident, experienced teacher supervises each student. Formal application is required approximately one year in advance of student teaching. To earn admission to student teaching, a student must have passed the Test of Academic Proficiency or have an ACT composite score of 22 or higher, and also must have passed the appropriate ILTS content test. All general education, academic major, and secondary education courses must be completed with grades of C or higher (C- grades are unacceptable). The edTPA must be taken and passed during student teaching. This test is required for licensure.

Special Education, MA with LBS1 Endorsement

The MA program in Special Education with LBS1 endorsement is intended for students who wish to develop a rich and broad understanding of how to instruct diverse learners with special needs. However, the program also provides currently licensed teachers who hold an early childhood, elementary, or secondary endorsement with the courses necessary to receive state approval to teach students with special needs at the level of their existing endorsement.

Roosevelt’s program in special education is a pre-K to age 21 program leading to an Illinois teaching license with an LBS1 endorsement. Completion of the program 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, severe emotional and behavior disorders, other health impairments, traumatic brain injury, autism, and physical disabilities.

Current teachers who hold an early childhood elementary or secondary teaching license and endorsement and who wish to receive the state endorsement to teach students with special needs may complete the requirements described at the end of the Requirements tab, above. The LBS1 endorsement provides specialized training with respect to learning disabilities, mental retardation, severe emotional and behavior disorders, other health impairments, traumatic brain injury, autism, and physical disabilities.
Admission

Applicants to this program must have earned a 120-credit-hour bachelor's degree with a grade point average of 2.7 on a 4.0 scale and have a passing score on the Illinois Test of Academic Proficiency or have substituted an ACT or SAT score that meets the state’s criterion. Professional dispositions also must be demonstrated.

At the time of admission, advisors review transcripts and evaluate all course work completed at other colleges or universities. Advising plans are developed and any deficiencies related to licensure requirements are noted. If additional course work is needed, the student's advisor will indicate the course work needed. Each student must confer with his/her assigned advisor before enrolling in the program and during each advising period to ensure that all requirements are being successfully completed.

Students who have failed content exams in other teacher preparation programs may apply to change their program of study to special education. However, prior to application, students need to have taken one special education class in addition to SPED 219 EXCEPTIONAL CHILD & YOUTH/SPED 419 EXCEPTIONAL CHILDREN & YOUTH, and need to have passed the ILTS Special Education General Curriculum Test.

Requirements

To earn the MA in special education, students must complete 16 courses (48 credit hours). All graduate students must maintain a 3.0 GPA in their graduate courses, and no grade below C is acceptable for licensure or the MA degree (C- grades are unacceptable). No more than two grades of C or C+ may be applied toward licensure or the degree.

The following courses are required to earn licensure and complete the MA degree with a grade point average of 2.7 on a 4.0 scale and have a passing score on the Test of Academic Proficiency or an ACT or SAT score that meets the state’s criterion.

Internship and student teaching are planned with consideration for each student's needs and interests. It is open only to students who have successfully completed all of the appropriate general education and academic major requirements and the required field experiences, and have passing scores on the Test of Academic Proficiency or an ACT or SAT score that meets the state's criterion, the Special Education General Curriculum Test and LBS1 Content Test, and all other requirements for admission to student teaching. Formal application two semesters prior to student teaching is required. Applicants are expected to be in good physical health and prepared in content knowledge, professional and pedagogical skills, and professional dispositions. Each student is supervised by a member of the College of Education faculty and by a resident experienced teacher. No other courses may be taken while student teaching placement is arranged. Students must meet the state’s criterion for the edTPA, in addition to the approved student teaching and internship experience.

Field and clinical experiences

In addition to SPED 403 FIELD EXPERIENCE I and SPED 428 FIELD EXPERIENCE II, these courses have field experience components that provide important first-hand experience in the classroom: SPED 442 CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION, SPED 443 CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR, SPED 445 CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON PHYSICAL HEALTH and SPED 446 CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING. Field experiences in special education involve urban and suburban placements and must include culturally diverse learners.

Students enrolled in field experience courses participate in the classroom as observers and participants in individual, small group, and large group activities. Field experiences are planned to include experiences with diverse learners in early childhood, elementary, middle school, and secondary settings. In addition, placements are carefully arranged in order to ensure that students have experience in inclusion settings, resource, and self-contained special education classrooms. A minimum of 100 hours of field experiences is required prior to student teaching.

Internship in special education is divided into two experiences during the same 15-week term: a five-week internship and a 10-week student teaching placement. It is arranged in this way in order to provide an intensive experience for teacher candidates at the preschool, elementary, middle school, and secondary school levels.

To earn the Illinois teaching license, students must complete the edTPA, in addition to the approved student teaching and internship experience.
Special Education LBS1 Endorsement for Licensed Teachers

This program is intended for currently licensed teachers who hold an early childhood, elementary, or secondary teaching endorsement and who wish to receive state approval to teach students with special needs at their level of existing endorsement.

Admission

Licensed teachers may enroll in the series of courses leading to the LBS1 endorsement as a student at large, as a student in the MA degree in Second Language Special Education, or as a student in the MA degree in Teaching and Learning. The courses count as elective course work within the Teaching and Learning program.

Requirements

The state requirements for a special education endorsement (LBS1) on an existing license include four courses and a total of 14 credit hours. The two courses below are required.

SPED 419 EXCEPTIONAL CHILDREN & YOUTH 3
SPED 440 ASSESSMENT IN SPECIAL EDUCATION 3
SPED 442 CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION 4
or SPED 445
SPED 443 CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON PHYSICAL HEALTH 4
or SPED 446

Total Credit Hours 14

Teaching and Learning, MA

This program is designed for practicing teachers who wish to further their knowledge and understanding of learners, instruction, coaching, and school leadership. Aligned with the Danielson Framework for Teaching and National Board for Professional Teaching Standards, this 30-credit-hour program renews and strengthens teachers’ commitment and skills and prepares them to become mentors and instructional leaders.

The core content includes characteristics of diverse learners, effective assessment and advocacy strategies, and designing curriculum and instruction to meet the needs of all learners.

In addition to completing core courses, teachers develop their leadership potential through enrollment in one of the following concentrations: bilingual/ESL education, special education, early childhood special education, reading, spoken word education, and focused program. An endorsement can be added to a State of Illinois teaching license upon the successful completion of the bilingual/ESL education, special education, early childhood special education, and reading concentrations.

Admission

Applicants for admission must possess an undergraduate degree and an undergraduate or graduate grade point average of at least 2.7 on a 4.0 scale. They also must hold a valid teaching certificate or license.

Requirements

To earn the MA in Teaching and Learning, students must complete 30 credit hours of course work with a minimum grade point average of 3.0. No grades below C may apply toward the degree, and no more than two courses with grades of C or C+ are allowed (C- grades are unacceptable). In addition to the 12 credit hours of online core courses, students should choose from one of the following concentrations (18 credit hours each).

Core
TLRN 433 ASSESSING STUDENT LEARNING 3
TLRN 435 LEADERSHIP IN PROFESSIONAL DEVELOPMENT 3
TLRN 436 RETHINKING THE CURRICULUM 3
TLRN 438 ADVANCED FRAMEWORKS FOR TEACHING DIVERSE LEARNERS 3

Concentration 18
Select one of the following concentrations:
Bilingual/ESL Education
Early Childhood Special Education
Reading (Online and Schaumburg Campus)
Special Education Concentration (Chicago and Online)
Spoken Word Education (Off Campus)

Total Credit Hours 30

Bilingual/ESL Education Concentration (Online)
READ 458 LINGUISTICS FOR ESL TEACHERS 3
READ 468 FOUNDATIONS OF BILINGUAL AND ESL EDUCATION (10-30 clinical hours) 3
READ 473 ASSESSMENT OF BILINGUAL STUDENTS (10-25 clinical hours) 3
READ 474 METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS (10-20 clinical hours) 3
READ 475 METHODS AND MATERIALS FOR TEACHING ESL (10-25 clinical hours) 3
READ 476 CROSS-CULTURAL STUDIES FOR TEACHING LIMITED ENGLISH STUDENTS (10-20 clinical hours) 3

Total Credit Hours 18

Early Childhood Special Education Concentration (Chicago)
ECHD 405 ASSESSMENT IN EARLY CHILDHOOD 3
ECHD 409 CHILD, FAMILY, AND COMMUNITY 3
ECHD 434 LANGUAGE DEVELOPMENT 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHD 482</td>
<td>EARLY CHILDHOOD SPECIAL EDUCATION METHODS</td>
<td>3</td>
</tr>
<tr>
<td>SPED xxx</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>TLRN 480</td>
<td>INQUIRY IN THE CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Reading (Online and Schaumburg Campus)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 432</td>
<td>STRATEGIES AND MATERIALS FOR TEACHING READING, WRITING, AND LANGUAGE</td>
<td>3</td>
</tr>
<tr>
<td>READ 434</td>
<td>LITERATURE FOR CHILDREN AND ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>READ 435</td>
<td>HOLISTIC APPROACHES TO TEACHING LITERACY TO STUDENTS WITH LEARNING DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>READ 436</td>
<td>FOUNDATIONS OF LANGUAGE AND LITERACY INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>READ 437</td>
<td>PRINCIPLES AND PRACTICES IN LANGUAGE AND LITERACY ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>READ 463</td>
<td>TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Special Education Concentration (Chicago and Online)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 440</td>
<td>ASSESSMENT IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 442</td>
<td>CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION</td>
<td>4</td>
</tr>
<tr>
<td>SPED 443</td>
<td>CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>SPED 445</td>
<td>CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON PHYSICAL HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>or SPED 446</td>
<td>CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING</td>
<td>4</td>
</tr>
<tr>
<td>SPED 480</td>
<td>INQUIRY IN THE CLASSROOM (Online, Fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Spoken Word Education (Off Campus)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILED 423</td>
<td>INTRODUCTION TO SPOKEN WORD PEDAGOGY</td>
<td>3</td>
</tr>
<tr>
<td>ILED 424</td>
<td>SEMINAR IN SPOKEN WORD EDUCATION I</td>
<td>3</td>
</tr>
<tr>
<td>ILED 425</td>
<td>SEMINAR IN SPOKEN WORD EDUCATION II</td>
<td>3</td>
</tr>
<tr>
<td>TLRN 480</td>
<td>INQUIRY IN THE CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>Elective courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Please note:**

Students who successfully complete the Reading concentration will be permitted to enroll in the six-credit-hour summer practicum that is the final course required to earn the reading teacher endorsement.

A Focused Program Concentration is available for already certified teachers who may enroll in five to six courses to earn an additional teaching endorsement. Courses are determined by faculty in the program of the additional endorsement.
COLLEGE OF PHARMACY

The doctor of pharmacy (PharmD) program at Roosevelt is an intensive, accelerated program designed for students willing to commit to a rigorous course of study and who are dedicated to promoting social justice through healthcare.

Established in 2011 as the only 3-year PharmD program in Illinois, we are known for small class sizes and the personal attention that our faculty offer to students. Our graduates have attained positions in competitive post-graduate residencies and are working in a wide array of settings, including community pharmacies, home infusion pharmacies, and as clinical consultants in hospitals.

Some benefits you will find at the College of Pharmacy:

- Immunization training and certification during your first term so you can help provide flu shots to patients the Fall of your first year
- Opportunities to conduct research side-by-side with our faculty in the lab and in clinical practice
- Faculty who are dedicated to student growth and success and who know our students by name
- Clinical experiences early and throughout the program with clinical faculty at top medical facilities in Chicago
- Leadership opportunities through student professional pharmacy organizations
- Community service opportunities throughout the program

Roosevelt University College of Pharmacy prepares students to be competent, committed and compassionate healthcare professionals. We know those qualities are key to developing the best pharmacists who will be ready to join the health care team and promote social justice through the care they provide to their patients.

College of Pharmacy Policies

Academic Standards and Progression Policies

Each College of Pharmacy student has an academic standing determined by his or her Roosevelt cumulative grade point average and individual course grade performance. Student progression through the College of Pharmacy requires satisfactory completion of all didactic coursework and pharmacy professional practice experiences (IPPE, IPE, and APPE). The Promotion and Graduation Committee will work with the Office of Academic Programs and Accreditation to track student progress towards the successful completion of the PharmD program, and provide decisions and remedies for students who are deficient.

Good Academic Standing

In order for students to graduate from the College of Pharmacy, they need to meet both the didactic course and professional practice experience requirements. To be in good academic standing, College of Pharmacy students must meet the following criteria:

1. Maintain a cumulative grade point average of 2.0 or above.
2. Satisfactorily fulfill all Didactic Course Completion requirements.
3. Satisfactorily fulfill all Professional Practice Experience Completion requirements.

Didactic Course & Professional Practice Experience Satisfactory Completion Requirements

Didactic courses and professional practice experience rotations include all of the required and elective offerings that students complete within the pharmacy program. This includes all foundation, administrative science, integrated sequence, pharmaceutical care, and elective courses, and Introductory Pharmacy Practice Experience (IPPE), Interprofessional Pharmacy Experience (IPE) and Advanced Pharmacy Practice Experience (APPE) rotations. To remain in Good Standing within the college of pharmacy, students must:

1. Earn no more than one “D” grade in any didactic course or pharmacy professional practice experience rotation (IPPE, IPE, and APPE).
   a. Students who earn a “D” grade in any course or rotation will automatically be placed on Probation by the Promotion and Graduation Committee.
   b. Students who earn more than one “D” grade in any course or rotation will automatically be dismissed from the Doctor of Pharmacy program.
   c. Students who earn an “F” grade in any course or rotation will automatically be dismissed from the Doctor of Pharmacy program.

Additional Professional Practice Experience Rotation Requirements

Professional practice experience rotations, many of which involve direct patient care demand a strong knowledge base along with the requisite set of skills and competencies. Expectations for the successful completion of these rotations sometimes require a separate set of parameters than didactic courses. These separate parameters include:

1. Students who earn a “D” grade in a professional practice experience rotation (as long as it is their first “D” grade) will automatically be placed on Probation by the Promotion and Graduation Committee and required to repeat the rotation in which the “D” grade was earned during a future rotation block based on site availability and at the students’ expense.
   a. None of the hours completed during the rotation for which a “D” grade was earned will be counted toward the completion of the internship or graduation.
   b. Students must earn a “C” grade or higher on the repeated rotation to be removed from Probation and allowed to progress through the pharmacy program.
   c. Students who successfully complete a professional practice experience rotation in a future rotation block (based on site and faculty availability) may not graduate by their anticipated graduation date. Students will have their degrees conferred on an official future date used by either the College of Pharmacy or the University, whichever date occurs first.

2. Students who are dismissed from an APPE rotation before it is completed will automatically earn an “F” grade in the rotation, which will result in dismissal from the pharmacy program.

Academic Probation

Students are placed on probation following the completion of any term in which their grade point average falls below 2.0, or who earns a “D” grade in a course. Every student placed on academic probation will be required
to meet with the Promotion and Graduation Committee to develop a student-specific action plan.

Probation is a temporary status that equips students with an action plan to improve their future course performance. Probationary status allows a student to register for courses that will be offered in the upcoming term or terms. Once students are returned to good academic standing, they are expected to remain in good standing throughout the remaining academic terms of the program. Students may be dismissed from the pharmacy program if:

Students fail to comply with the terms of probation and do not return to good academic standing by the time period established by the Promotion and Graduation Committee;

Upon return to good academic standing the student subsequently earns another “D” grade, or an “F” grade, or cumulative grade point average below 2.0.

Students will not be permitted to enroll in the advanced professional practice experiences (APPE) until they successfully complete the didactic coursework and introductory (IPPE) and inter-professional (IPE) practice experience requirements of the Doctor of Pharmacy program.

**Academic Suspension**

The Promotion and Graduation Committee, may, under extraordinary circumstances, decide to suspend a student from the program who continues to perform below the standards for didactic coursework and experiential education. This decision may be made once a hearing is conducted by the Promotion and Graduation Committee. Any recommendation of suspension will be forwarded to the Dean of the College of Pharmacy for a final decision.

**Academic Dismissal**

Students who do not meet the criteria established under the Didactic Course Satisfactory Completion Requirements and Experiential Education Satisfactory Completion Requirements will be automatically dismissed from the Doctor of Pharmacy program.

**Non-Academic Dismissal**

Students also may be dismissed from the pharmacy program for non-academic reasons, including but not limited to the program’s determination that the student fails to meet professional or other technical standards. Professional Standards and the Technical Standards can be found in the College of Pharmacy Student Handbook.

**Appeal Procedures**

Students who are dismissed may appeal the decision through the Office of Academic Programs and Accreditation to the Promotion and Graduation Committee within 10 days of the date of the decision letter. If the Promotion and Graduation Committee approves the appeal, the student will be allowed to continue in the College of Pharmacy, but will be required to repeat any courses in which a “D” grade was earned and fulfill any additional requirements of the committee. If the Promotion and Graduation Committee denies the appeal, the student may then appeal the decision to the Dean within 10 days of the date of the Dean’s decision letter.

The Executive Committee of the Graduate Council will review the appeal and recommend for or against reinstatement. The Graduate Council’s decision is final. If the Graduate Council approves the appeal, the student will be allowed to continue in the College of Pharmacy, but will be required to repeat any courses in which a “D” grade was earned and fulfill any additional requirements of the Graduate Council.

**Notification**

In all cases of appeal for dismissal, the Office of the Graduate Dean will notify the students in writing of the outcome of the appeal, with copies to the Office of Academic Programs and Accreditation.

**Examination and Assignment Make-up Policy**

If a student is unable to participate in a scheduled examination or assignment, it is the student’s responsibility to notify the course instructor before the scheduled class session is to begin. The faculty member will determine if the student will be excused from the examination or assignment, and how and when the student will make up the examination or assignment, if appropriate.

**Examination and Policy Procedures**

All quizzes and exams are to be taken by students in their assigned classroom unless otherwise authorized by the instructor.

**Before an examination in the COP, Students will:**

- Enter the exam room no more than 10 minutes prior to scheduled exam time
- Bring only their school-assigned laptop, laptop charger, and a writing utensil with them to the examination room. Screen covers on laptops are not permitted during exams/quizzes.
- Store all personal belongings in designated lockers
- Take all exams using Respondus Lockdown Browser® unless otherwise instructed.
- Ensure your school-issued laptop is restarted and Respondus Lockdown Browser® is functioning properly
- Contact course coordinators prior to the start of class/exam in the event you are unable to make it to an exam or a quiz at the scheduled time. Contact should be made by email or voicemail message if sending an email is not feasible immediately.

**During an examination in the COP, Students will:**

- Raise their hands to inform proctors of any technical complications experienced during the examination period
- Make all examination-related calculations and annotations on paper provided by proctors and return the paper at the end of exam
- Raise their hands to be allowed to use the restroom; only one student may leave the testing room at any one time
- Close their laptop upon completion of the exam and leave their laptop in the exam room until the exam is over
- Exit the room when they are finished and proceed to the first floor. Return to the 2nd floor only after the exam time has ended.

Students who do not follow exam policy and procedure may be subject to a 10% reduction in exam score.

Academic dishonesty, cheating, lying and/or plagiarism will not be tolerated. Students violating the Roosevelt University College of
Pharmacy Student Code of Conduct will receive a failing grade in the course and will be formally reported to the Roosevelt University Office of Student Affairs. Refer to the student handbook for details on disciplinary actions for violations of the code of conduct.

Before and during an examination in the COP, Faculty will:

- Remove all unclaimed materials from classroom prior to start of a(n) quiz/exam
- Ensure all white boards are wiped clean prior to the start of a(n) quiz/exam
- Provide non-graphing calculators and colored scratch paper for use during exams. Students are responsible for returning calculators at the end of exam
- Take attendance at each quiz and/or exam

Note: Specific instructions outside of the general guidelines may be developed and communicated by a course faculty member/team. Such instructions pertain only to the class in question and shall not contradict the general guidelines at any given time.

Leave of Absence

Students in good standing who choose to take a leave of absence for personal, medical, or other reasons must submit this decision to the Office of Academic Programs and Accreditation before the beginning of the academic term in which the leave will take effect. The leave of absence will be granted for one calendar year. If the leave of absence is for longer than one calendar year, the student must re-apply to the pharmacy program by the application deadlines established by the Office of Academic Programs and Accreditation. The Office of Academic Programs and Accreditation will notify the Promotion and Graduation Committee about any student who is granted a leave of absence.

Term Withdrawal

Students who decide to withdraw from an academic term once it has begun must do so with the Office of Academic Programs and Accreditation. Once the withdrawal is approved, the student will be able to return to the pharmacy program the following academic year at the start of the appropriate term. If the withdrawal is longer than one calendar year, the student must re-apply to the pharmacy program by the application deadline dates established by the Office of Academic Programs and Accreditation. Students may also be administratively withdrawn from the College of Pharmacy for performance or personal reasons. Students may be eligible for a tuition refund based on the withdrawal date. The tuition refund schedule can be found HERE.

Graduation Requirements

Students must complete the pharmacy curriculum in accordance with progression guidelines to be eligible for graduation. Students are eligible to graduate upon the recommendation of the Promotion and Graduation Committee when all of the following criteria have been met:

1. Students must successfully complete the courses comprising the PharmD curriculum as approved by the College of Pharmacy faculty.
2. Student must complete a minimum of 9 hours of course electives.
3. Students must be in academic good standing:
   a. Students must have a cumulative GPA of 2.0 or above
   b. Students cannot have more than one “D” grade and any “F” grades applied towards the PharmD degree.
   c. Students cannot have any “no credit” grades in courses applied toward the PharmD degree.

Protocol for Guest Lecturers and Speakers

Professionalism

Represent oneself, college, university, and profession of pharmacy with the utmost personal integrity through demonstration of respect, compassion, honesty, trustworthiness, accountability, and professional attire.

In order to display professional courtesy at all times while guests are on campus students should:

1. Use electronic devices (ie laptops, tablets) only for educational purposes and refrain from surfing the internet for unrelated materials.
2. Refrain from using cell phones in the classroom. If needed, the students should excuse themselves from the classroom to take an emergency phone call.
3. Make all efforts to avoid disruptions to guest speakers.
   - Remove any needed belongings from the classroom for outside class hours
   - Arrive on time and leave at the appropriate time
   - Limit conversations in the hallway that may be disruptive

This is an important issue since guest speakers/lecturers could be potential employers/partners and we want to project the utmost professionalism when providing opportunities for students to hear from ‘people in the field’.

Student Policies and Procedures

Student policies may be amended based on the students’ admission date. Please refer to the most current Handbook for current policies and procedures.

Student Complaints Policy

Accreditation Council for Pharmacy Education (ACPE) Complaints Policy

ACPE has an obligation to assure itself that any institution which seeks or holds a pre-accreditation or accreditation status for its professional program(s) conducts its affairs with honesty and frankness. Complaints from other institutions, students, faculty, or the public against a college or school of pharmacy, including tuition and fee policies, and as related to ACPE standards, policies or procedures, shall be placed in writing in detail by the complainant and submitted to the ACPE office. The complaint shall be submitted to the institution for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint. The Executive Director shall, based upon the complaint, the response, and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue; provided, however, where the Executive Director deems it necessary or appropriate, the matter shall be considered at the next regular meeting of the Council. The time frame for resolution is generally within six months. A record of complaints regarding a specific college or school of pharmacy, including student complaints received or made available, is kept for consideration on file at the Council office. Such record of complaints are considered during scheduled evaluations, or a special evaluation, as the case may require.
The procedure shall provide for treatment of complaints in a timely manner that is fair and equitable to all parties. The complainant shall be advised of the decision or action as soon as possible. When ACPE has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to students or the public, it will investigate the matter and provide the institution an opportunity to respond to the allegations. If, on the basis of such investigation, after notice to the institution and opportunity for institutional response, ACPE finds an institution has engaged in unethical conduct or that its integrity has been seriously undermined, ACPE will either:

a. request that the institution show cause, within a stated time period, why adverse action should not be taken, or

b. in extreme cases, immediately discontinue its relationship with the institution by denying or withdrawing preaccreditation or accreditation status.

A complaint against a college or a school of pharmacy must be related to the standards or the policies and procedures of ACPE and must be submitted in writing to the Executive Director. Under existing practices, when a complaint is received, it is submitted to the college or school affected for response. If, thereafter, based upon the complaint and the response, the Executive Director determines that a complaint is not related to the standards or policies, the complainant is so advised in writing with a copy to the school or college, and the matter is treated as resolved.

Anonymous complaints pertaining to accreditation matters are retained and, depending on circumstances, may or may not be forwarded to the school or college involved, depending somewhat on the severity of the complaint. This decision is made by the Executive Director. Where a complainant has threatened or filed legal action against the institution involved, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

If the Executive Director finds a complaint to be extremely serious in nature charging egregious conduct that may warrant adverse action by the Council, or involves an interpretation which the Executive Director believes should be made by the Council, the complaint will be submitted to the Council for determination at the next regular meeting. Extraordinary remedies available for complaints covering extreme cases are set forth in paragraphs (a) and (b) above.

ACPE has an obligation to respond to any complaints which may be lodged against it by any institution, student, faculty or third party in respect to the application of ACPE’s standards, policies and procedures where the complaining party is directly affected thereby. Any such complaint shall be submitted in writing. The Executive Director shall promptly determine the facts surrounding the issues and shall attempt to resolve the matter in consultation with the Public Interest Panel established pursuant to Article V of the ACPE By-Laws. Complaints which cannot be resolved by the Executive Director shall be considered and resolved at the next regular meeting of the Council. The time frame for resolution is generally within six months.

If you wish to file a complaint, please e-mail:

csinfo@acpe-accredit.org (regarding a professional degree program)
ceinfo@acpe-accredit.org (regarding a continuing education provider)

Roosevelt University College of Pharmacy Complaints Policy

Any person may file a formal written complaint to the Roosevelt University College of Pharmacy regarding its Doctor of Pharmacy Program. Complaints may include, but are not limited to, admissions policies, grading issues, inappropriate student or faculty conduct, or failure to comply with a College of Pharmacy or Roosevelt University policy. All complaints will be processed by the College of Pharmacy Office of Academic and Student Services. When complaints involve a specific course, the College of Pharmacy encourages the complainant to contact the instructor as the first step in the resolution process. Instructors will notify their Department Chairs and the Associate Dean for Academic and Student Services of the complaint as soon as possible.

Procedure for Formal Complaints

To initiate a formal complaint, a typed, signed and dated statement with full contact information of the person submitting the complaint must be provided to the College of Pharmacy Office of Academic Programs and Accreditation. The complaint must provide adequate detail so the complaint can be addressed fully. If the complaint is related to a course, a statement detailing previous discussions and meetings with the instructor must be included.

Formal complaints will be reviewed upon receipt by the Associate Dean for Academic Programs and Accreditation. Depending upon the nature of the complaint, it will either be addressed by the Associate Dean, or forwarded to the appropriate College of Pharmacy Standing Committee or administrative office for review, advice and/or response. Complaints may require meetings or hearings with the complaining party, College of Pharmacy faculty, staff, and/or other members of the Roosevelt University community. The person submitting the complaint will receive a response or update from the Associate Dean for Academic Programs and Accreditation, and/or the appropriate committee or administrative office within 45 days. The time sensitivity of complaints will be taken into consideration and the Office of Academic and Student Services and/or the appropriate committee or administrative office will work as quickly as the circumstance allows. All complaints and written documentation of actions related thereto will be held securely by the Office of Academic Programs and Accreditation. The outcomes of complaints may be appealed to the Office of the Dean within 10 days. The Dean will subsequently make a final decision regarding the complaint.

An Accreditation Council for Pharmacy Education (ACPE) representative may inspect all complaint records filed with the Roosevelt University College of Pharmacy during an on-site evaluation.

Student Code of Conduct and Academic Policies

Pharmacy students are expected to adhere to all academic and behavioral expectations as outlined in the Roosevelt University Code of Student Conduct. All forms of misconduct shall be subject to discipline.

The Roosevelt University Code of Student Conduct makes explicit those activities which are contrary to the general interests of the University community or which threaten to disrupt the teaching and learning in which members of the community are engaged. Students enrolled in the University are expected to conduct themselves in a manner compatible with the University’s function as an educational institution. Misconduct for which students are subjected to discipline may occur on the University Campus or off campus if the misconduct occurs at a University activity or activity related to the University or the misconduct may impact the University or educational environment and includes, but is not limited to, the following:

1. Academic dishonesty (http://www.roosevelt.edu/Provost/Faculty/AcademicIntegrity.aspx) such as cheating, using unauthorized
material on examinations, submitting the same paper for different classes without acknowledgement, the fabrication of information or making up sources, improper collaboration and plagiarism(*);
2. Forger, alteration, or misuse of University identification, records, or documents, or knowingly furnishing false information to the University;
3. Obstruction or disruption of the learning environment, University community, or of other University activities or functions;
4. Physical altercations, intimidation, verbal abuse; conduct which threatens or endangers the health or safety of any person, including the use of social media in carrying out any of these behaviors or acts;
5. Sexual assault, sexual harassment, domestic/dating violence, or stalking; (Any of these allegations follow a separate policy, procedures and sanctions under our Title IX Process (http://www.roosevelt.edu/Policies/StudentRights.aspx))
6. Harassment; verbal or written threats, coercion or any other conduct that by design, intent or recklessness places another individual in reasonable fear of physical harm through words or actions directed at that person, or creates a hostile environment in which others are unable reasonably to conduct or participate in work, education, research, living, or other activities, including but not limited to stalking, cyber-stalking, and racial harassment;
7. Smoking in all forms, including but not limited to cigarettes, e-cigarettes, hookah, cigars;
8. Theft of or damage to University property or the property of any other person;
9. Unauthorized entry to or use of University facilities;
10. Violation of University policies or campus regulations, including campus regulations concerning the registration of student organizations; the use of University facilities; or of the time, place, and manner of public expression;
11. Violation of computer and network usage policy or student email policy (https://www.roosevelt.edu/Policies/ITS-Policies/StudentEmail.aspx); (https://www.roosevelt.edu/Policies/ITS-Policies/StudentEmail.aspx)
12. Violation of rules governing University-owned or controlled Residence Halls (http://www.roosevelt.edu/ResidenceLife/Current/Handbooks.aspx);
13. Failure to comply with directions of University officials acting in the performance of their duties;
14. Conduct which adversely affects the student’s suitability as a member of the academic community;
15. Drug Violations:
   a. Use, possession, manufacturing, distribution, or sale of marijuana, heroin, narcotics, or any other controlled substance which is prohibited by law; intentionally or recklessly inhaling or ingesting substances (e.g., nitrous oxide, glue, paint, etc.) that will alter a student’s mental state;
   b. Use of a prescription drug if the prescription was not issued to the student, or the distribution or sale of a prescription drug to a person to whom the prescription was not originally issued;
   c. Possession of drug paraphernalia, including but not limited to bongs, glass pipes or hookahs;
16. Alcohol Violations:
   a. Underage possession or consumption;
   b. Public intoxication; appearing at a University activity or on the University campus in a state of intoxication;
   c. Driving under the influence of alcohol or other substance; operation of a motor vehicle while impaired or with a blood alcohol
or breath alcohol level at or above the applicable legal limit (http://www.dmv.org/il-illinois/automotive-law/dui.php);
   d. Distribution or sale of alcoholic beverage to any person under 21;
   e. Possession of common source containers, possession or use of kegs, mini kegs, beer balls or other common source containers of alcoholic beverages such as trash cans, tubs or similar containers of alcohol, when such possession or use occurs on campus, in the housing of any University organization or group, or in connection with a University activity; Excessive rapid consumption. Regardless of age of those involved, facilitating, arranging, or participating in any extreme alcohol consumption activity that constitutes, facilitates, or encourages competitive, rapid or excessive consumption of alcohol when such activity occurs on campus, in the housing of any University organization or group, or in connection with a University activity;
17. Hazing:
   a. Any action or situation that recklessly, by design or intent, endangers the mental or physical health or safety of a student for any purpose including but not limited to initiation or admission into or affiliation with any student group or organization. In such an instance, hazing occurs if an individual or group:
      i. Causes or attempts to cause physical injury or other harm to a student including but not limited to emotional distress, or engages in any conduct which presents a threat to the student’s health or safety, which shall include but not be limited to any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, alcohol, drug, or other substance, or other forced physical activity that could adversely affect the physical or physical and mental health or safety of the student, and any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced sexual conduct, and forced exclusion from social contact;
      ii. Engages in an action or activity which has a tendency to or which is intended to demean, disgrace, humiliate, or degrade a student, which shall include but not be limited to, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student;
      iii. Conduct that by design, intent or recklessness causes a student to be unable reasonably to pursue, or interferes with or attempts to interfere with a student’s academic schedule or performance; or causes, induces, pressures, coerces, or requires a student to violate the law or to violate any provision of University regulations;
   b. In response to allegations of hazing under this regulation it is not a defense that:
      i. The victim gave consent to the conduct;
      ii. The conduct was not part of an official organizational event or sanctioned or approved by the organization;
      iii. The conduct was not done as a condition of membership in the organization;
18. Obstruction or interference with the Conduct Process, including without limitation failure to appear at a hearing, failure to testify at a hearing, violating and/or failure to complete conduct sanctions;
19. The storage, possession, or use of firearms, fireworks, explosives, or weapons of any kind, including replicas or facsimiles, anywhere on campus; (Students who are deputized law enforcement officers and are legally qualified to carry firearms may do so while on-campus after checking in with security, and if their presence does not constitute a disruption as defined under Code #3);
20. The assistance or encouragement of others to commit violations of the Code or failure to report violations.

**Discipline for violation of the Code of Student Conduct may include:**

1. Oral or written warning
2. Referral to University Office, e.g., Academic Success Center
3. Educational sanctioning
4. Restitution
5. Loss of privileges
6. Housing Reassignment
7. Probation of housing contract
8. Termination of housing contract
9. University Probation
10. Suspension from the University, a program or activity for a specific period of time
11. Denial of admission or readmission to the University or a University program or activity
12. Expulsion from the University, a program or activity on a permanent basis

In addition to the discipline listed above, violations of the Code of Student Conduct may result in criminal charges or civil complaints being filed. A violation of academic integrity may result in academic penalties or sanctions in addition to University sanctions.

The Roosevelt University Student Handbook, which is revised annually, can be found online under the Current Students tab on the main University webpage. Copies of the Student Handbook are also available at the Academic Success Center, Room 125.

The College of Pharmacy adheres to all of the academic and code of conduct policies of Roosevelt University, with the exception of the policies or procedures specific to pharmacy students, which then override the University academic or code of conduct policies. The College of Pharmacy policies and procedures are presented below.

**Academic Dishonesty**

Instances of academic dishonesty violate the very spirit of the University. They undermine the student’s own learning; they are unfair to other students who do their own work; they violate the trust between professor and student; and they diminish the value of the degree for all students. Therefore, academic dishonesty is taken very seriously at Roosevelt University, with consequences ranging from failing the assignment or course to being expelled from the University.

Roosevelt University students are responsible for following the Code of Student Conduct published in the Student Handbook that includes the standard of academic integrity. There are many forms of academic dishonesty. In the broadest sense, it is any act that enhances a student’s grade unethically and unfairly. Acts of academic dishonesty include, but are not limited to, submitting someone else’s work as the student’s own, in whole or in part (plagiarism); failing to acknowledge assistance received; using unauthorized assistance in exams (e.g., using or having notes or having unauthorized advance knowledge of the test); recycling of work without acknowledgment (e.g., submitting the same paper for different classes); the fabricating of information or making up sources; and collaborating improperly.

Students may obtain more extensive guidelines concerning academic integrity from the Office of the Provost as well as from instructors.

Depending on the severity of the violation, an instructor may fail a student on the individual assignment or test, may lower the student’s grade in the course, or may fail the student in the course.

Students may grieve the decision of the instructor by following the academic dishonesty appeal procedure outlined in the Roosevelt University Student Handbook. The instructor may also file a complaint against the student under the Code of Student Conduct which may result in further discipline including expulsion from the University.

**Procedures for Handling Final Grade and Academic Dishonesty Appeals**

The procedure for appeal of final grades and allegations of academic dishonesty can be found in the Roosevelt University Student Handbook.

**Procedures for Handling Student Concerns Other Than Final Grade Appeals**

If a student has a concern about a faculty member other than a final grade appeal, the procedure for addressing this concern can be found in the Roosevelt University Student Handbook.

*For sexual harassment concerns, see the Anti-Harassment Policy in this Handbook.

**Additional College of Pharmacy Student Code of Conduct and Academic Policies**

In addition, the College of Pharmacy expects all of its students to incorporate these principles into their regular learning and practice experiences:

1. The College of Pharmacy has an obligation to prepare students who are technically and professionally competent and who exhibit awareness and the capacity to conduct themselves in a moral and ethical manner. Only the highest standards of ethical behavior are expected from those who enter the pharmacy profession.
2. All students will be expected to treat faculty, staff, other students, and those individuals with whom they interact in a respectful manner.
3. Appropriate classroom, laboratory, and experiential site behavior will be expected of all College of Pharmacy students, including but not limited to:
   a. Arrive at class prepared to learn with all assignments completed;
   b. Disruptive behavior such as conversations while an instructor is lecturing or student is speaking and use of profanity in oral, written or electronic communications is not acceptable;
   c. Wear clean and pressed laboratory coats in laboratories;
   d. Dress in appropriate attire for class (at the discretion of the instructor), experiential site, and other College of Pharmacy activities (See Dress Code Recommendations).
4. When patient contact is required as part of either classroom or experiential learning activities, the Professional Code of Ethics shall govern all interactions with patients. The Code of Ethics for Pharmacists can be found below.

**Code of Ethics for Pharmacists**

**PREAMBLE**

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These
principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.
initials. I have been informed as to the location of labeling tape for this purpose.

17. I will dispose of wastes in their appropriate containers, as I learned during safety training.

18. I will properly clean up after my class or my laboratory work. This means that all dishes must be cleaned immediately.

19. I will not leave apparatuses containing chemical reactions unattended or unlabeled. If I need to leave a reaction running overnight, I will set it up in a hood and leave a note with instructions and contact information.

20. I will turn off any instruments, such as hot water baths, before leaving the labs for the day. If I need to leave something on, I will leave a note with instructions and contact information. I will also email the laboratory manager with this information.

21. I will not bring my children into the labs while I work, as there are many hazards throughout the labs.

22. I will keep containers of alcohol, acetone and other flammable liquids away from flames.

23. I will properly clean my workspace and equipment after completing my laboratory work.

24. I will wash my hands prior to leaving the laboratory.

25. I understand that I am not allowed to work in the laboratory without supervision by my instructor or a trained laboratory assistant.

**Student Safety Contract for Handling Human Blood**

While handling human blood, all students must conform to the requirements of the [Occupational Exposure to Bloodborne Pathogens](http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051) Standard from the Occupational Safety and Health Administration (OSHA). The following rules are adapted from the Needlestick Safety and Prevention Act issued by OSHA in 2001.

1. I will be properly attired throughout any experiment utilizing human blood such to minimize exposed skin. This includes gloves, safety glasses, lab coats, pants, and shoes that cover the entire foot. I understand that I will be asked to leave the laboratory if I am not properly attired.

2. I will discard of any needle or lancet used to draw blood into a biohazard bag.

3. Before disposing of needles or lancets, I will cap or contain the exposed needles so they do not poke through the biohazard bag and harm someone.

4. If I am stuck by a needle or get blood or other potentially infectious materials in my eyes, nose, mouth, or on broken skin, I will immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant. I will report this immediately to my instructor or lab assistant and seek immediate medical attention.

5. I will dispose of all chemical wastes containing human blood in their appropriate containers, as directed by my instructor or laboratory assistant.

6. I will properly clean my work space and equipment after completing my laboratory work with disinfectant.

7. I will wash my hands prior to leaving the laboratory.

**Dress Code Expectations**

Upon acceptance and entry into Roosevelt University College of Pharmacy, students begin a process of developing the knowledge, skills and attitudes that comprise the fundamental core of the profession of Pharmacy. Although assimilation of competencies and transformation to Doctoral Pharmacy Practitioners takes several years, early initiation of professional behaviors facilitates the developmental and professionalization process.

Throughout history, health professions have adopted standards of attire for their practitioners to collectively identify themselves as professionals and provide assurance to patients that they are interacting with individuals who can be trusted in performing services. In today’s health care system, the concept of pharmaceutical care has introduced pharmacists as providers of care. Pharmacists are assuming a greater responsibility and a more active role in maintaining the health of the population they serve. Image alone will not assure the desired excellence in pharmaceutical care; however, it often provides the basis for the public’s perception of the profession and particularly guides first impressions.

Abiding by the standards of attire at the Roosevelt University College of Pharmacy is a component of the educational process that internalizes esteem and emphasizes professionalization.

**Appropriate Attire for Students at the Roosevelt University College of Pharmacy**

The following standards for attire apply to all students enrolled in Roosevelt University College of Pharmacy:

**Part I**

**General Personal Care Standards:**

1. Adequate precautions should be taken to maintain good personal hygiene. These precautions include regular bathing, use of deodorants and regular dental hygiene.

2. Hair maintenance:

   2.1 Women: neat and clean, styled off the face and out of the eyes. If close contact with patient occurs (e.g. physical assessment procedures), hair longer than shoulder length should be secured.

   2.2 Men: neat and clean, styled off the face and out of the eyes. If close contact with patients occurs (e.g. physical assessment procedures), hair longer than shoulder length should be secured. Beards and mustaches should be clean and well groomed.

3. Other personal care considerations:

   3.1 Cologne, perfume or aftershave is not recommended in the patient care setting due to patient allergies and sensitivities.

   3.2 Cosmetics should be used in moderation.

   3.3 Nails should be well groomed manicured and of short to medium length to facilitate patient care activities.

   3.4 Jewelry and accessories should be non-distracting.

**Part II**

**Appropriate Attire Standards in the Context of Patient Care or Public Interactions:**

Defined to include but not limited to the following situations:
• Advanced Pharmacy Practice Experiences (APPE)
• Introductory Pharmacy Practice Experiences (IPPE)
• Interprofessional Practice Experiences (IPE)
• Pharmaceutics Laboratories
• Pharmaceutical Care Laboratory Courses
• Patient care projects or health fairs
• Professional meetings
• When prior notification is given (i.e. a patient or guest lecturer will be in class)
• Any context where the student is representing the college or university in public

1. An approved identification badge must be worn on the student’s person and visible at all times. (All students are expected to conform to this standard at all times.)

2. Attire:

2.1 Women: Clean, professionally styled clothing and shoes (i.e. dresses or skirts of at least length, non-denim tailored slacks, and appropriate tops). A clean, white, long sleeved waist-length white coat is required in appropriate contextual settings.

2.2 Men: Clean, professionally styled clothing and shoes including a collared dress shirt with or without an appropriately knotted/secured necktie. A clean, white, long sleeved waist-length white coat is required in appropriate contextual settings.

In the event of a discrepancy between these standards and the IPPE/APPE Manual, the APPE Manual shall supersede this standard.

3. Items specifically not permitted under any condition while on rotations outside the college of pharmacy:

3.1 Hats or caps (except headgear considered a part of religious or cultural dress).

3.2 Denim clothing or jeans of any color;

3.3 Shorts, cargo pants, culottes, skirts or mini-skirts and capri pants;

3.4 Sweatpants, sweatshirts, non-collared T-shirts or T-shirts with lettering, or midriff tops (business causal styled turtlenecks and mock turtlenecks may be worn);

3.5 Athletic shoes, causal sandals, clogs, such as “Flip-Flops,” “Birkenstocks” or beach shoes. Open toed shoes are discouraged and are not permitted in patient care areas.

3.6 Scrubs (tops or pants);

3.7 Leggings worn as pants;

3.8 Buttons, large jewelry or accessories that could interfere with patient care or safety should be avoided.

3.9 Jewelry in pierced noses, lips, tongues or other exposed body areas, other than ears.

4. Exceptions:

4.1 Activities in specific laboratories, courses and patient areas in which the instructors or institutional policy supersedes this policy.

4.2 Any medical conditions that inhibit adherence should be discussed with the individual course coordinators or preceptors.

Part III

Enforcement Standards:

1. Standards of Attire are intended to be self-regulated.

2. Students inappropriately dressed or groomed may be dismissed (from classes) and requested to comply with the standards set forth in this document.

3. Actions judged to be violations of this standard, course syllabi or IPPE/APPE manuals will be considered unprofessional behavior and may result in disciplinary action by course coordinator.

4. Other policies may be implemented as warranted to ensure adherence to these standards.

Substance Abuse Policies

Students enrolled in the College of Pharmacy are expected to follow Roosevelt University’s Code of Student Conduct policy on alcohol and substance use. This policy can be found in the Roosevelt University Student Handbook.

In addition, the College of Pharmacy expects all pharmacy students participating in experiential and clinical experiences to be free from the influence of drugs and alcohol. All violations by students on experiential and clinical sites will be referred to the Associate Dean for Academic Programs and Accreditation for adjudication. Acting on behalf of Roosevelt University and the College of Pharmacy, the Associate Dean may impose disciplinary sanctions against any student who is found to be in violation of the law or policies related to the unlawful possession, use or distribution of alcohol and/or drugs.

Clinical facilities site personnel may require that students submit to and pay for substance abuse testing prior to beginning or at any time during the clinical practicum.

While at the clinical facility, if there is reasonable suspicion based on the student’s behavior, observed or reported, that the student is using or under the influence of drugs and alcohol, the student shall be tested for drugs and alcohol. Additionally, while the hearing process is pending, both the Associate Dean for Academic Programs and Accreditation, and/or the Director of Experiential Education have the authority to suspend the student from all classroom and experiential activities.

Faculty and/or Preceptor Response to Suspected Drug and/or Alcohol

If a preceptor or faculty member observes or receives information that a student is using or may be under the influence of drugs or alcohol while at an experiential or clinical site, he or she must take the following steps:

1. Remove the student from patient care, contact, and/or direct work with or access to all pharmaceuticals.

2. Contact the Director of Experiential Education in the College of Pharmacy.

3. Meet with the student in private and inform him or her of the behavior or performance that has been observed. When possible, the faculty and/or preceptor should include a second person in the meeting (another faculty member or clinician) to serve as an independent observer and witness.
4. During the meeting, the faculty member or preceptor should ask the student to self-disclose all alcohol or drugs that have been ingested, and to turn over all drugs that are in the student’s possession. If the student has stored alcohol or drugs in an area other than where this meeting is occurring, accompany the student to the place where the alcohol and drugs are stored for retrieval.

5. Substance abuse testing will be done at the student’s expense. The chain-of-custody testing process must be used, and the Drug Abuse Profile must include: Amphetamines, Barbiturates, Benzodiazepines, Cannabinoids, Cocaine, Ethanol, Opiates, and Phencyclidine.

6. If testing is available at the clinical facility, the faculty member or preceptor will accompany the student to the location where the drug testing will be done. If testing is not available, the faculty member or preceptor will inform the student that he or she must provide a urine sample at an accredited health agency within 5 hours of leaving the facility. The results of this testing must be provided to the Director of Experiential Education once the results are available.

7. If a student refuses testing or to release the results of the tests to the Director of Experiential Education, the tests will be considered positive and the student may be subject to immediate suspension pending a formal hearing.

8. As a safety precaution, do not let the student drive home if the person is found to be intoxicated or under the influence of a controlled substance. Have the student contact a friend or family member to drive the student home. If none are available, contact a cab to drive the student home.

Incident Report Procedure
The faculty member or preceptor will document, in writing, the behavior(s) or the performance issue/concerns observed. A detailed description of the observation should be provided, including dates, times and names of all parties involved. This written documentation should be delivered or faxed to the Director of Experiential Education. All written documentation and drug testing results are to be placed in the student’s file and will be provided to the Associate Dean for Academic Programs and Accreditation for adjudication. The clinical agency has the responsibility to report this situation to the Illinois Department of Financial and Professional Regulation or other appropriate Boards of Pharmacy.

Hearing Procedures
After referral to the Associate Dean for Academic Programs and Accreditation, a formal hearing shall be conducted between the student and the Promotion and Graduation Committee. Based upon the evidence presented at the hearing, the following behavioral decision may be imposed:

1. Written Reprimand;
2. Probation;
3. Suspension from the College of Pharmacy for a pre-determined period of time;
4. Substance use treatment and/or counseling;
5. Community service;
6. Expulsion from the College of Pharmacy

In addition to the behavioral decision imposed by the Promotion and Graduation Committee, criminal charges may also be filed.

Once the decision has been rendered, the Associate Dean for Academic Programs and Accreditation will inform the student of the decision, as well as the Director of Experiential Education, and the College Dean. In the event such behavioral decision includes suspension or the requirement of treatment or counseling, the student will be considered for readmission into the College of Pharmacy only upon successful completion of all requirements imposed by the Promotion and Graduation Committee.

Appeal of Behavioral Decision
A student may appeal the decision of the Promotion and Graduation Committee to the Dean of the College of Pharmacy under the following conditions:

1. There is evidence that the student’s due process rights were violated.
2. New evidence has emerged that, if available during the initial hearing, may have affected the outcome of the behavioral decision.

The Dean may uphold the original decision, make modifications to the decision, dismiss the behavioral decisions, or order a new hearing. Beyond ordering a new hearing, the decision rendered by the Dean is final.

Privacy Rights of Students
The Family Educational Rights and Privacy Act (FERPA) protect the students’ privacy and educational records. Information about FERPA is located in the Roosevelt University Student Handbook.

Anti-Harassment Policy
(The policy can also be found in the Roosevelt University Student Handbook)

Roosevelt University is committed to the preservation of the dignity and worth of all members of the University community. To ensure an environment for working and learning in which all individuals (faculty, staff, students and visitors) are treated with respect, harassment in any form is unacceptable and cannot be tolerated.

Because interpersonal relationships (romantic or sexual) between supervisors and the employees they supervise either directly or indirectly or between faculty and their students involve an imbalance of power, all such interpersonal relationships are prohibited and will subject employees to discipline. In such situations, it is difficult, if not impossible, to determine whether such a relationship is truly consensual and, therefore, if a complaint of sexual harassment is filed, the University will presume that the relationship was not truly consenting unless proven otherwise.

Policies and procedures dealing with sexual harassment, discrimination, equal opportunity, and sexual assault can be found in the Roosevelt University Student Handbook.

Transportation Policy
The Roosevelt University College of Pharmacy requires that all students provide their own transportation during their introductory, interprofessional and advanced pharmacy practice experiences. The College cannot guarantee that students will be placed at sites within area public transportation. Transportation expenses such as gasoline, tolls, insurance, and other automotive services are the student’s responsibility.

Pharmacy, PharmD
The goal of the Pharm.D. program at Roosevelt University is to educate competent, committed and compassionate pharmacy practitioners who are prepared to meet the universal vision of pharmacy practice, whereby pharmacists will be the health care professionals responsible for providing patient care that ensures optimal medication therapy
outcomes. The didactic curriculum and practice experiences will develop graduates skilled in:

• Conducting a thorough patient-specific medical and medication history.
• Accurately assessing patient-specific medical conditions.
• Thoroughly and accurately evaluating a patient’s current therapy.
• Developing appropriate patient-specific therapeutic plans.
• Appropriately monitoring a patient’s therapy, including the collection of patient assessment data.
• Effectively educating patients, patients’ families, and health professionals on drug therapy.
• Accurately interpreting the medical literature and apply data to clinical practice.
• Administering medications to patients (e.g., immunizations).
• Displaying professional behavior and work ethics.

Accreditation

College of Pharmacy Accreditation

Roosevelt University College of Pharmacy’s Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (https://www.acpe-accredit.org), 135 South LaSalle Street, Suite 4100, Chicago, IL, 60503, 312/664-3575; FAX 312/664-4652.

On June 20, 2011, the Higher Learning Commission, a Commission of the North Central Association, voted to extend Roosevelt University’s accreditation to include the Doctor of Pharmacy program at the Schaumburg campus.

University Accreditation

Roosevelt University has been granted continued and full accreditation by the Higher Learning Commission of the North Central Association of College and Schools since 1946. The last comprehensive visit conducted by the Higher Learning Commission occurred in 2015, when the institution was reaccredited.

Academic Performance

Academic Standards and Progression Policies

The Academic Standards and Progression Policies can be found in the College of Pharmacy Student Handbook. (https://www.roosevelt.edu/Pharmacy/AdmittedPharmDStudents/StudentHandbooks.aspx)

Graduation requirements

Students must complete the pharmacy curriculum in accordance with progression guidelines to be eligible for graduation. Students are eligible to graduate upon the recommendation of the Promotion and Graduation Committee when all of the following criteria have been met:

1. Students must complete the Doctor of Pharmacy program within five years of matriculation.
2. Students must successfully complete the courses constituting the PharmD curriculum, as approved by the College of Pharmacy faculty.
3. Students must complete 12 hours of course electives.
4. Students must be in academic good standing:
   • Students must have a cumulative GPA of 2.0 or above.
   • Students cannot have any "F" grades in courses applied toward the PharmD degree.
   • Students cannot have any "no credit" grades in courses applied toward the PharmD degree.

Admission

The PharmD Program at Roosevelt University is a rigorous, patient-centered educational experience designed to prepare caring, compassionate and committed pharmacists to work in a variety of health care settings. Prospective applicants preparing for admission to our PharmD Program should visit Roosevelt University’s pharmacy school requirements website (https://www.roosevelt.edu/Pharmacy/PharmDProgram/Admission.aspx).

Requirements

The pharmacy curriculum is divided into program blocks. Students who matriculate together will take these blocks of courses as a group. The courses in each block are designed to offer a comprehensive pharmacy education that prepares the student for the subsequent block of courses. The only courses that students will not take as a group are the electives. During their final three academic terms, PharmD candidates complete six Advanced Pharmacy Practice Experiences (APPE), for a total of 48 credit hours (16 credit hours per term). Course registration and course withdrawal policies can be found in the Student Handbook.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 500</td>
<td>COLLOQUIA-PHARMACY PROFESSION</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 510</td>
<td>BIOCHEMISTRY I</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 514</td>
<td>ANATOMY, PHYSIOLOGY, AND PHATHOPHYSIOLOGY I</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 519</td>
<td>PHARMACEUTICS I: CALCULATIONS</td>
<td>2</td>
</tr>
<tr>
<td>PHAR 550</td>
<td>PHARMACY LAW</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 505</td>
<td>IMMUNIZATION CERTIFICATION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>15</td>
</tr>
<tr>
<td>PHAR 511</td>
<td>BIOCHEMISTRY II</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 515</td>
<td>ANATOMY, PHYSIOLOGY, AND PHATHOPHYSIOLOGY II</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 520</td>
<td>PHARMACEUTICS I: DRUG DELIVERY</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 522</td>
<td>PHARMACEUTICS III</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 570</td>
<td>PROFESSIONAL PRACTICE I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>17</td>
</tr>
<tr>
<td>PHAR 512</td>
<td>CLINICAL MICROBIOLOGY &amp; IMMUNOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 521</td>
<td>PHARMACEUTICS II</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 523</td>
<td>PHARMACEUTICAL CARE I</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 530</td>
<td>INTEGRATED SEQUENCE I</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 554</td>
<td>DRUG LITERATURE EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 571</td>
<td>PROFESSIONAL PRACTICE II &amp; IPP</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>19</td>
</tr>
<tr>
<td>PHAR 522</td>
<td>PHARMACEUTICS III</td>
<td>3</td>
</tr>
</tbody>
</table>
PHAR 524 PHARMACEUTICAL CARE II  
PHAR 531 INTEGRATED SEQUENCE II: MUSCULOSKELETAL AND IMMUNE SYSTEM DISEASES  
PHAR 532 INTEGRATED SEQUENCE III: ENDOCRINE AND PULMONARY SYSTEMS  
PHAR 572 PROF PRACTICE III & IPPE  
PHAR 650 PRACTICE MANAGEMENT  

Professional Year 2 Courses  

Summer  
PHAR XXX Electives  

Fall  
PHAR 601 PHARMACEUTICAL CARE III  
PHAR 630 INTEGRATED SEQUENCE IV: RENAL AND GENITOURINARY SYSTEMS  
PHAR 631 INTEGRATED SEQUENCE V: CARDIOVASCULAR SYSTEMS  
PHAR 657 PUBLIC HEALTH/HEALTH POLICY  
PHAR 670 PROF. PRACTICE IV AND IPPE  
PHAR xxx Electives  

Winter  
PHAR 602 PHARMACEUTICAL CARE IV  
PHAR 632 INTEGRATED SEQUENCE VI: GASTROINTESTINAL AND HEPATOBILARY  
PHAR 633 INTEGRATED SEQUENCE VII: INFECTIOUS DISEASES  
PHAR 652 HEALTH ECONOMICS & OUTCOMES  
PHAR 671 INTERPROFESSIONAL PRACTICE/IPE  
PHAR xxx Electives  

Spring  
PHAR 550 PHARMACY LAW  
PHAR 603 PHARMACEUTICAL CARE V  
PHAR 634 INTEGRATED SEQUENCE VIII: NEUROLOGIC DISORDERS  
PHAR 635 INTEGRATED SEQUENCE IX: PSYCHIATRIC AND BEHAVIORAL CONDITIONS  
PHAR 672 INTER-PROF PRAC. II & IPE  
PHAR xxx Electives  

Professional Year 3 Courses  

Summer  
PHAR 604 PHARM CARE VI: OSCE  
PHAR 636 INTEGRATED SEQUENCE X: HEMATOLOGIC AND ONCOLOGIC DISORDERS  
PHAR 637 INTEGRATED SEQUENCE XI: SPECIAL PATIENT POPULATIONS/CONDITIONS  

PHAR 640 PHARMACOGENOMICS AND THERAPEUTIC DRUG MONITORING  

Fall  
PHAR 770 ADVANCED PATIENT CARE - COMMUNITY  
PHAR 771 ADVANCED PATIENT CARE - HOSPITAL  
PHAR 772 ADVANCED PATIENT CARE-AMBULATORY CARE  
PHAR 773 ADVANCED PATIENT CARE-ACUTE CARE MEDICINE  
PHAR 774 APPE ELECTIVE ROTATION I  
PHAR 775 APPE ELECTIVE ROTATION II  

Experiential Education  
Approximately one-third of the PharmD curriculum is experiential education, which provides practical experience in a variety of pharmacy settings. Experiential education, often referred to as "rotations," helps students apply knowledge gained in the classroom to a real-world clinical setting. During these off-site experiences, students work with practicing pharmacists and faculty members known as "preceptors" who facilitate the students' learning.  

The Roosevelt University College of Pharmacy has three levels of experiential education incorporated over the course of the program: Introductory Pharmacy Practice Experiences (IPPE), Inter-Professional Practice Experiences (IPE), and Advanced Pharmacy Practice Experiences (APPE). The IPPE and IPE rotations allow pharmacy students to develop practice skills. During APPE rotations, students are expected to demonstrate their achievement of the knowledge and skills needed to practice pharmacy.  

Introductory Pharmacy Practice Experiences (IPPE): The Introductory Pharmacy Practice Experiences (IPPEs) occur during the first year of the pharmacy curriculum. Students participate in many different IPPE rotations and complete over 300 hours in both community and institutional settings.  

Inter-professional Practice Experiences (IPE): The Inter-professional Practice Experiences (IPE) occurs during the second year of the pharmacy curriculum. Students complete experiential hours in a variety of practice settings as a contributing member of an inter-professional team.  

Advanced Pharmacy Practice Experiences (APPE): The entire third year of the pharmacy curriculum is comprised of Advanced Pharmacy Practice Experiences (APPEs). Students complete six rotations, each lasting six weeks, for a minimum of 1440 APPE hours. There are four required experiences: Community Pharmacy, Hospital Pharmacy, Ambulatory Care and Acute Care Medicine and two elective rotations that take place in a wide variety of pharmacy sites. These sites can be local, regional or national. A computerized matching process is used to place students with preceptors and in practice sites based on student preference rankings and site availability.
EVELYN T. STONE COLLEGE OF PROFESSIONAL STUDIES

(formerly Evelyn T. Stone University College)

Since its founding in 1966, the Evelyn T. Stone College of Professional Studies has offered innovative, student-centered programs focused on the needs of working students. The College of Professional Studies includes several graduate degrees and post-baccalaureate programs that prepare students for leadership positions in dynamic organizations. The Hospitality and Tourism Management program offers a master’s degree that connects students with Chicago’s world-class hospitality and tourism industry. The Training and Development program offers two master’s degrees (both in the classroom and fully online) that prepare students for career paths in instructional design and delivery, organization development, online teaching, career development and e-learning. Finally, the Paralegal Studies Program offers a non-credit post-baccalaureate certificate that trains students for exciting careers in the legal profession.

The College of Professional Studies is honored to bear the name of Evelyn T. Stone, an early supporter of Roosevelt University and lifelong champion of education who suffered from Alzheimer’s disease. Her husband, Jerome H. Stone, founded national and international organizations to help those who suffer from this condition. Mr. Stone remains chairman emeritus of Roosevelt’s Board of Trustees. To recognize Evelyn T. Stone’s values, the college was named in her honor.

Conflict and Mediation, MACM

Program description

The MA in Conflict and Mediation prepares students to work as mediators or conciliators in a variety of industries. The program includes Mediation Certification from the Chicago Center for Conflict Resolution, a non-profit partner of Roosevelt, and real-world mediation experience. Coursework includes the full range of societal conflict, from familial and interpersonal conflict to public and community conflict.

Mediators work in courts, government, education, health care, human resources, project management, customer service, politics, insurance, and sales. Common employers include corporations, educational institutions, health care organizations, insurance companies, and banks. The degree can enhance professionals’ ability to manage conflict in their current organizations. Professionals in the fields of organizational development, human resources, law, and criminal justice can make ready use of the variety of skills learned in this program.

Roosevelt’s is the only degree in Conflict and Mediation in the Chicago region that embeds the Chicago Center for Conflict Resolution’s Certification, as well as practicums with real mediation clients. That means students get to perform actual supervised mediation during the program. The university’s longstanding dedication to social justice principles provides a helpful ethical framework for the curriculum.

Program objectives

From an over-arching perspective, the Conflict and Mediation Master’s program is grounded on three central ideas:

1. Managing conflict is a construct that can be learned and developed.
2. Managing conflict and mediating assertively is rooted in the ability to communicate purposefully, to evaluate situations, reflect back both facts and feelings, and to adjust one’s style to manage the realities of the given conflictual situation.
3. The ability to de-escalate conflict and move toward resolution is a skill that enhances the personal, familial, organizational, and social good.

Admission

A letter of intent and an interview with the program director or a faculty member is required of all applicants. For additional admission information, please refer to the Graduate Admission requirements on the university’s web site.

Course requirements

The MA in Conflict and Mediation is offered in a combination of online and in-person classes at the Chicago Campus, each lasting eight weeks. Students take 10 courses; the program can be completed in two years, taking one class at a time.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNMN 400</td>
<td>CRITICAL AND CREATIVE THOUGHT</td>
<td>3</td>
</tr>
<tr>
<td>CNMN 410</td>
<td>INTERPERSONAL COMMUNICATION IN CONFLICT AND MEDIATION</td>
<td>3</td>
</tr>
<tr>
<td>CNMN 420</td>
<td>CONFLICT MANAGEMENT RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>CNMN 430</td>
<td>ALTERNATIVE DISPUTE RESOLUTION (ADR) CONTINUUM</td>
<td>3</td>
</tr>
<tr>
<td>CNMN 440</td>
<td>FACILITATION</td>
<td>3</td>
</tr>
<tr>
<td>CNMN 450</td>
<td>THEORIES OF CONFLICT AND MEDITATION</td>
<td>3</td>
</tr>
<tr>
<td>CNMN 475</td>
<td>NEGOTIATION TACTICS/NEGOTIATION</td>
<td>3</td>
</tr>
<tr>
<td>CNMN 480</td>
<td>CONFLICT SIMULATION</td>
<td>3</td>
</tr>
<tr>
<td>CNMN 490</td>
<td>ADVANCED APPLIED SKILLS PRACTICUM II</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select one of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNMN 460</td>
<td>PUBLIC AND COMMUNITY CONFLICT</td>
</tr>
<tr>
<td>CNMN 465</td>
<td>ORGANIZATIONAL AND LABOR CONFLICT AND MEDIATION</td>
</tr>
<tr>
<td>CNMN 468</td>
<td>FAMILIAL AND INTERPERSONAL CONFLICT AND MEDIATION</td>
</tr>
<tr>
<td>CNMN 485</td>
<td>SPECIAL POPULATIONS AND CURRENT MEDIATION TOPICS</td>
</tr>
</tbody>
</table>

Total Credit Hours 30

Hospitality and Tourism Management, MSHTM

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

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

Executive Option: Master's Degree in Hospitality Management

The fully online Executive Master’s program in Hospitality Management is designed for experienced hospitality professionals with a minimum of three years of managerial experience in the industry. Candidates aspire to a more advanced approach to leadership and business practice specific to their chosen field and desire to take their careers to the next level.

Although the program has the same curriculum as the traditional master’s program, cohort courses are offered in three consecutive terms, including summer, allowing completion of the program in one year.

The curriculum integrates focus areas that together will provide a theoretical/practical framework and strategies for approaching management and marketing issues, responding to emerging economic challenges, and seizing new market opportunities.

Internships

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

Admission

All candidates seeking admission to the Master of Science in Hospitality and Tourism Management should submit a completed graduate application, an official transcript, a current resume, and a goal statement. Applicants must meet the requirements of Roosevelt University’s graduate division, which are outlined in the graduate admission section of this catalog. The director of hospitality and tourism management, who acts as the graduate advisor, interviews all candidates. Admission decisions are based on prior academic performance, work experience, career goals, and general suitability to the profession. Certain undergraduate prerequisite courses may be required based on an individual student’s academic or work experience background.

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

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

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

Requirements

The Master of Science in Hospitality and Tourism Management degree requires successful completion of at least 30 credit hours of graduate-level course work, including five core courses, one or more of the hospitality department’s graduate seminars, 400-level electives, and a graduate thesis or master’s project, a total of 10 graduate-level courses. The selection of seminar(s) is based on the student’s academic and professional objectives.

The Executive Master’s program in Hospitality Management requires the same 30 credit hours of graduate-level course work, as seen below.

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 400</td>
<td>ISSUES/TRENDS IN THE HOSPITALITY MANAGEMENT INDUSTRY</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 410</td>
<td>APPLIED RESEARCH METHODS IN HOSPITALITY MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 420</td>
<td>MANAGEMENT THEORY &amp; PRACTICE IN HOSPITALITY MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 430</td>
<td>HOSPITALITY OPERATIONS ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>HOSM 440</td>
<td>ORGANIZATIONAL DEVELOPMENT, MULTICULTURALIS, &amp; CULTURAL DIVERSITY</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Three 400-level HOSM courses chosen in consultation with the graduate advisor 9

### Seminars

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 450</td>
<td>GRADUATE SEMINAR IN FOOD SERVICE</td>
</tr>
<tr>
<td>HOSM 460</td>
<td>GRADUATE SEMINAR IN LODGING</td>
</tr>
<tr>
<td>HOSM 470</td>
<td>GRADUATE SEMINAR IN MEETINGS &amp; EVENT MANAGEMENT</td>
</tr>
</tbody>
</table>

### Thesis or Project

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSM 490</td>
<td>RESEARCH THESIS IN HOSPITALITY MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>
A student who has not completed a thesis or other final project must maintain continuous registration during fall and spring semesters until completion of the project by registering for the appropriate zero-credit course (course number followed by “Y”). Students who have not maintained continuous registration for thesis or other final project will be required to register for all intervening fall and spring semesters prior to graduation.

Organization Development, MAOD

Developing highly marketable skills through our programs in Training and Development and Organization Development will prepare you to reshape tomorrow’s workforce. Our expert faculty and award-winning curriculum will prepare you for leadership roles in talent development, workplace learning, e-learning, performance improvement, consulting, and organization development.

Our groundbreaking program was the first to map curriculum to the Association for Talent Development (formerly American Society for Training and Development) Competencies, so it’s assured that what you learn will transfer seamlessly to your career.

Our faculty and curriculum will guide you in developing a portfolio of projects that will demonstrate your expertise to future employers. As a member of our learning community, you will participate in highly interactive classes, seminars and guest lecture events, where you will learn to solve real-life problems in our field.

Degree program options include:

- Master of Arts in Training and Development (MATD)
- Master of Arts in Organization Development (MAOD)

Admission requirements are the same for both degrees and include:

- 3.0/4.0 GPA
- Goal statement
- Resume

With changes in globalization, information technology and managerial innovation, organizations need professionals to build systems to support and improve both people and performance in the workplace. Professionals in organization development help build adaptable organizations while advancing employee capabilities to achieve higher levels of success. The MA in Organization Development helps students develop expertise in the theories and practices of organization development, a systematic approach to improving productivity and competence in organizational settings. Students will complete 10 required courses and two electives to form a foundation of knowledge that will prepare them to assess organizational and individual needs, identify and implement solutions, and generate support.

Classes are taught by industry leaders, who use analytical and creative approaches in a highly energizing, constructivist format that assures that you gain relevant knowledge and skills that transfer immediately to the workplace.

Admission

Applicants must hold a bachelor’s degree in any discipline from an accredited institution and an undergraduate grade point average of at least 3.0 on a 4.0 scale. A written statement of academic and professional goals along with a current resume is required. For additional information, contact the graduate program in Training and Development.

Requirements

A total of 12 courses (36 credit hours) are required to complete the degree.

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

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRDV 400</td>
<td>INTRODUCTION TO TRAINING &amp; DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 420</td>
<td>CAREER DEVEL IN ORGANIZATIONS</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 422</td>
<td>ADULT LEARNING THEORY AND APPLICATION</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 423</td>
<td>TEAM BUILDING AND LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 424</td>
<td>CONSULTING TOOLS &amp; TECHNIQUES</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 425</td>
<td>PROJECT MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 433</td>
<td>MANAGING ORGANIZATIONAL CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 434</td>
<td>EVALUATION RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 435</td>
<td>ORGANIZATION DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 441</td>
<td>HUMAN PERFORMANCE IMPROVEMENT</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 445</td>
<td>EXECUTIVE COACHING</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 499</td>
<td>PROFESSIONAL PORTFOLIO</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

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

Paralegal Studies, Post-Baccalaureate Certificate

Program Description

The Post-Baccalaureate Paralegal Certificate, is a non-credit certificate designed for college graduates who wish to pursue careers in the legal profession. According to recent information provided by the United States Department of Labor, the current demand for paralegal services is expected to continue for at least the next several years. Roosevelt University’s Paralegal Studies Program, approved by the American Bar Association since 1976, is one of the Midwest’s premier paralegal education programs. The program enjoys an excellent reputation in the legal community and its comprehensive curriculum, hands-on faculty and experienced administration prepares students to meet this demand. Upon successful completion of the program, students receive a Certificate
in Paralegal Studies and have practical legal skills, enabling them to assume paralegal responsibilities with confidence.

Paralegals perform substantive legal work under the direct supervision of an attorney. Paralegals must have a solid understanding of legal concepts, and they perform a wide range of tasks including conducting interviews with clients and witnesses, gathering facts, researching the law, managing databases, assembling records, analyzing documents, drafting legal pleadings, drafting discovery items such as complaints and interrogatories, and maintaining conflict-of-interest systems. Experienced paralegals often accompany counsel during trial and help with document organization, witness preparation, and research. Paralegals may not provide legal services directly to the public, except as permitted by law. For more information on the paralegal profession and our program, please visit the program’s website. (http://www.roosevelt.edu/ETS/Programs/ParalegalStudies.aspx)

Program Goals
The goals of the Paralegal Studies Program are for its students to:

1. Understand the basic concepts of substantive and procedural law including the operation of the legal system and the theory of law
2. Be able to work competently as a paralegal under the supervision of an attorney
3. Understand the ethical obligations of a paralegal

Curriculum
The curriculum is composed entirely of law courses. Instruction focuses on procedural and practical aspects of the profession. The program surveys paralegal employers, current students, and graduates on a regular basis to receive their insights on the curriculum and the needs of the legal community. The program also receives guidance from its board of advisors, composed of leading educators and members of the legal community. Students will know legal terminology, concepts and procedures and will gain skills to draft a variety of legal documents. Students learn how to conduct legal research, both manually and online using Lexis and Westlaw (commonly used legal databases). They will learn about litigation support and e-discovery applications. Students will also be better prepared for the rigors of law school and may participate in an internship course as part of their curriculum.

Course Schedules
The Paralegal Studies Program offers unique scheduling options, including a full-time day schedule at our Chicago campus that can be completed in 4 1/2 months and a part-time evening schedule in Chicago in which students take one class every 8 weeks. We also offer a schedule at our Schaumburg campus, which can be completed in 8 months taking classes mostly on Saturdays and online. Classes in both the Chicago evening and Schaumburg campus schedule are offered in a combination of traditional on-campus classes, fully online classes and hybrid classes in which classes meet both on-campus and have additional online instruction. The delivery format of each course is determined by the program and the schedules meets American Bar Association guidelines with respect to online delivery of legal specialty courses. The program is not available in a fully online format. Pursuant to ABA guidelines, students must take at least ten semester hours or the equivalent of legal specialty courses through traditional classroom instruction.

Admission
Applicants for the post-baccalaureate certificate must hold a bachelor’s degree in any discipline from an accredited institution; previous training in the law is not necessary. The program suggests an undergraduate grade point average of at least 2.5 on a 4.0 scale. Official transcripts from all undergraduate and graduate institutions, along with a completed application form and statement of intent must be submitted to: Roosevelt University, Paralegal Studies Program, 430 S. Michigan Ave., Chicago, IL 60605. Letters of recommendation and an interview may also be requested. The application form is available on the program’s website. (http://www.roosevelt.edu/ETS/Programs/ParalegalStudies.aspx)

Academic Performance
Students are required to complete eight courses with a grade of 70 percent or better in each course in order to earn their certificate. Grades are issued on the basis of honors (90 percent or higher), pass (70 percent through 89 percent), and fail (less than 70 percent). Students can earn a Certificate with Honors by completing seven of the eight required courses in the program with a grade of honors.

Lambda Epsilon Chi, National Paralegal Honor Society
Roosevelt University maintains a chapter of Lambda Epsilon Chi (LEX), a national paralegal honor society founded by the American Association for Paralegal Education. Members are inducted in April and October of each year and receive a commemorative certificate and membership pin. Their names are entered into the permanent records of the Lambda Epsilon Chi national paralegal honor society.

Requirements
Eight courses are required to complete the post-baccalaureate certificate.

Required Courses
- LAW L01 ETHICS & PROFESSIONALISM
- LAW L02 LEGAL RESEARCH
- LAW L03 CIVIL LAW
- LAW L04 PRE-TRIAL LITIGATION
- LAW L05 COMMERCIAL LAW
- LAW L06 TRIAL & POST-TRIAL LITIGATION
- LAW L25 LEGAL WRITING

Electives
Select one of the following:
- LAW L09A REAL ESTATE
- LAW L19A INTELLECTUAL PROPERTY
- LAW L27 CORPORATIONS AND LLC LAW
- LAW L29 LEGAL TECHNOLOGY
- LAW L30 PARALEGAL INTERNSHIP
- LAW L31 BANKRUPTCY LAW
- LAW L32 LABOR AND EMPLOYMENT LAW
- LAW L34 INTRODUCTION TO SPECIAL EDUCATION LAW
Paralegal elective courses run on a rotating basis throughout the academic year determined by market demand and student interest. Not all elective courses are offered every semester except for the Paralegal Internship.

Transfer of Paralegal Courses

The program may accept up to four paralegal courses toward the Paralegal Studies Program course requirements from other ABA-approved paralegal programs. The courses need to have been taken no longer than six years prior to the date on which the student enrolls in Roosevelt University’s paralegal program.

Strategy and Leadership, MASL

The Master of Arts in Strategy and Leadership provides students with an education that focuses on an understanding of the relationship of leadership to strategy. The application of strategic thinking has theories and hypotheses which are essential to the successful execution of leadership. Additionally, the program focuses on developing analytical skills, implementing change, engaging in ethical negotiations, and developing strong organizational visions.

The skills of strategy and leadership are applicable in a number of industries (political, business, education, human resources, and organization development) as well as within the construct of social justice (community activism and lobbying). This provides tremendous variety to students who are interested in the program. Students must be aware and prepared for the notion that they will author their own careers, but the skill set which they will obtain is valuable, useful, and relevant to the operation of many types of businesses, as well as the qualitative enrichment of our society. Concentration in Healthcare and Not for Profit are available.

The Strategy and Leadership program requires 10 courses, 30 credit hours. Students can earn a maximum of 2 C grades towards the Degree. Students can apply a maximum of 6 credits in transfer.

Strategy and Leadership, MASL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMIN 400</td>
<td>COMPETITIVE &amp; STRATEGIC ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 425</td>
<td>STRATEGIC DECISION MAKING AND PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 450</td>
<td>MANAGING ORGANIZATIONAL CULTURE AND THE LEARNING ORGANIZATION</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 475</td>
<td>NEGOTIATION</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 480</td>
<td>LEADERSHIP AND TEAM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 500</td>
<td>CREATING AN ETHICAL ORGANIZATION</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 525</td>
<td>LEADING THE STRATEGIC CHANGE PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 550</td>
<td>ORGANIZATIONAL STRATEGY</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 560</td>
<td>HUMAN CAPITAL MANAGEMENT &amp; DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 575</td>
<td>CAPSTONE: ANALYZING YOUR ORGANIZATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Students have the option of completing a Concentration. The three Concentration courses will replace three of the core courses as indicated.

Healthcare Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMIN 405</td>
<td>HEALTHCARE LEADERSHIP: POLICY AND LEGISLATION (Replaces SMIN 475)</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 420</td>
<td>VALUE CREATION AND IMPROVEMENT IN THE HEALTHCARE ENVIRONMENT (Replaces SMIN 400)</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 430</td>
<td>NAVIGATING HEALTHCARE LAW AND SAFETY (Replaces SMIN 550)</td>
<td>3</td>
</tr>
</tbody>
</table>

Not-for-Profit Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMIN 401</td>
<td>LEADING NOT-FOR-PROFIT ORGANIZATIONS (Replaces SMIN 400)</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 402</td>
<td>ACCT FOR NOT-FOR-PROFIT ORGS (Replaces SMIN 425)</td>
<td>3</td>
</tr>
<tr>
<td>SMIN 405</td>
<td>WRITING GRANT PROPOSALS (Replaces SMIN 475)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 30

Training and Development, MATD

Developing highly marketable skills through our programs in Training and Development and Organization Development will prepare you to reshape tomorrow’s workforce. Our expert faculty and award-winning curriculum will prepare you for leadership roles in talent development, workplace learning, e-learning, performance improvement, consulting, and organization development.

Our groundbreaking program was the first to map curriculum to the Association for Talent Development (formerly American Society for Training and Development) Competencies, so it’s assured that what you learn will transfer seamlessly to your career.

Our faculty and curriculum will guide you in developing a portfolio of projects that will demonstrate your expertise to future employers. As a member of our learning community, you will participate in highly interactive classes, seminars and guest lecture events, where you will learn to solve real-life problems in our field.

Degree program options include:

- Master of Arts in Training and Development (MATD)
- Master of Arts in Organization Development (MAOD)

Admission requirements are the same for both degrees and include:

- 3.0/4.0 GPA
- Goal statement
- Resume

In an era of rapid change, organizations must continuously develop their workforce to enhance their ability to succeed. Professionals in training and development play a key role in an organization’s success by taking a leadership role in the design, delivery, and evaluation of learning interventions. Whether you are currently working in the field or plan to in the future, the MA in Training and Development will develop your expertise in adult learning theory, instructional design, training delivery, organization development, assessment and evaluation, and e-learning. Classes are taught by industry leaders who use analytical and creative approaches in a highly energizing, constructiveness format. You are assured of gaining relevant knowledge and skills that transfer immediately to the workplace.
Admission

Applicants must hold a bachelor’s degree in any discipline from an accredited institution and an undergraduate grade point average of at least 3.0 on a 4.0 scale. A written statement of academic and professional goals along with a current resume is required. For additional information, contact the graduate program in Training and Development.

Requirements

A total of 12 courses (36 credit hours) are required to complete the degree.

After completing all required classes, students are required to complete a professional portfolio. The portfolio allows students to demonstrate their competency through reflection and assessment of previously completed projects and provides enhanced materials for professional presentation.

Core Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRDV 400</td>
<td>INTRODUCTION TO TRAINING &amp; DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 411</td>
<td>INSTRUCTIONAL METHODS &amp; DELIVERY</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 422</td>
<td>ADULT LEARNING THEORY AND APPLICATION</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 434</td>
<td>EVALUATION RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 435</td>
<td>ORGANIZATION DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 441</td>
<td>HUMAN PERFORMANCE IMPROVEMENT</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 450</td>
<td>LEARNING TECHNOLOGIES</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 451</td>
<td>INSTRUCTIONAL SYSTEMS DESIGN-1</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 470</td>
<td>INSTRUCTIONAL SYSTEMS DESIGN-2</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 499</td>
<td>PROFESSIONAL PORTFOLIO</td>
<td>3</td>
</tr>
<tr>
<td>EITHER OF THE FOLLOWING SERIES OF COURSES:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TRDV 439</td>
<td>E-LEARNING COURSE AUTHORING-1</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 453</td>
<td>E-LEARNING COURSE AUTHORING-2</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRDV 452</td>
<td>DESIGNING AND FACILITATING FOR THE VIRTUAL CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>TRDV 501</td>
<td>ONLINE TEACHING THEORY AND APPLICATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 36

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

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

Mission
Roosevelt University’s Heller College of Business provides a diverse population of students the best opportunity to develop critical skills necessary for success. This education emphasizes professional integrity, sustainable business practices, and global engagement.

Accreditation
All programs of the University are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition, the business degree programs offered through the Heller College of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Degree programs
The Heller College of Business offers five graduate business degrees. The Master of Business Administration is a general management degree with a chosen area of specialization. The college also offers four specialized master of science degrees: Master of Science in Accounting, Master of Science in Accounting Forensics, Master of Science in Human Resource Management, and Master of Science in Real Estate.

Full-time graduate students
The normal full-time load for a graduate student is 9 credit hours, (three courses) plus BADM 401 GRADUATE BUSINESS ORIENTATION (in the first semester). Scheduling conflicts may occur when taking four or more classes. Prerequisites are not waived to accommodate scheduling difficulties or to accelerate graduation.

Location and scheduling
Each degree is available at both the Chicago and the Schaumburg campuses, except for the MSRE degree which is only offered in Chicago. BADM 401 GRADUATE BUSINESS ORIENTATION is offered online only and the other eight core courses for the MBA are offered at both campuses each semester. Concentration courses and specialty courses are offered on a regular basis, but not necessarily each semester. Graduate business classes are offered at various times, including the weekends.

Admission to graduate business programs

Domestic (U.S. citizen or permanent resident) applicants. Applicants to graduate studies for the MBA and MS degrees in the Heller College of Business must complete and submit the following:

- A two-page personal goals statement
- Official transcripts from all colleges and universities attended, regardless of whether a degree was received
- Application fee

Permanent residents must submit Permanent Resident Card

International applicants. International applicants and other students with academic credentials from institutions outside of the United States who are applying for the MBA and MS degrees in the Heller College of Business must complete and submit the following:

- International Graduate University Application, including the Summary of Educational Experience by Year.
- Those students below a 3.0 GPA on a 4.0 grading scale might be required to complete an interview process with the Assistant Dean, Department Chairs and/or selected staff and faculty from the Heller College of Business.
- Demonstration of English proficiency, as evidenced by TOEFL/IELTS/Roosevelt ELP test, is required if education is not from a North American institution in which English is the medium of instruction.
- Resume or detailed work history.
- A two-page personal goals statement.
- Financial Statement and Affidavit of Support, with supporting financial records.
- Application fee.

International or domestic applicants who hold international degrees.

- Applicants with a degree from outside the United States must submit an international degree evaluation to assess for US equivalency
from either Education Credential Evaluators (ECE), World Education Services (WES) or Educational Perspectives.

- Applicants with a three-year degree will be considered.
- Non-admissible applicants with a three-year degree may be eligible to enroll in an RU undergraduate program, preferably business, to work toward four-year equivalency.

**Graduate assistantships**

The college has a limited number of graduate assistantships available to full-time students each year. The assistantships provide a cash stipend and up to 18 credit hours of tuition annually. The duties of a graduate assistant may include tutoring, research, advising, or other academic projects. Applications are available online or through Admission.

**Advising**

Advising at the Graduate level is done by our Assistant Dean and Student Support Specialist. All new students should meet with the Assistant Dean before registering for their first course(s). Advising may be in person, by telephone, or by e-mail. All students should seek advice, if necessary, and register as early as possible in the registration period.

**Student services**

The Heller College of Business is committed to the success of our students. We offer internships, mentoring programs and student professional development workshops in order to emphasize the focus on learning through the classroom and applying knowledge and theory gained in the real world.

**Mentoring program**

The Heller College of Business pairs those students that are interested in the mentoring program in small groups of 3-6 students with an executive in the business fields to serve as a mentor on a semester to semester basis. Students meet with their mentors on a monthly/regular basis and cover topics such as: networking, career advise, and many other topics. If you would like to become a part of the mentoring program, please reach out to the Assistant Dean of Students for more information and an application.

**Professional development workshops**

The Heller College of Business provides many professional development workshops throughout the academic year at both campuses. Topics that are covered include: resume building and cover letter writing, the perfect elevator pitch, Excel for business basics and advanced, financial planning, survival skills for the corporate world and much more.

**Internships**

Internships are offered as part of the graduate programs. With the prior approval of the Assistant Dean of Graduate Studies, a student may elect to use an internship as an elective course in the degree program. An internship can be a valuable learning tool for those graduate students who have had limited work experience or for those seeking a major career change. Students interested in pursuing the possibility of an internship should discuss this with the assistant dean of Graduate Studies early in the program.

Graduate students may use up to three credit hours of internship to fulfill degree requirements. To accept an internship, a student must be legally eligible to work in the United States. A student may not use an employer for whom he/she already works full-time for an internship. The student must receive written approval from the Assistant Dean of Graduate Studies before enrolling for an internship.

**Accounting Forensics, MSAF**

The Master of Science in Accounting Forensics (MSAF) is designed to prepare graduate students for a career in a new, exciting field of accounting. This program is for people of various professional backgrounds including accountants, tax professionals, attorneys, bankers, insurers, law enforcement and criminal justice personnel, and various government employees.

Accounting forensics is the specialty practice that looks at the evidence behind the numbers and then digs into their contents. Forensic accountants, also referred to as forensic auditors or investigative auditors, often assist lawyers in performing investigations or act as expert witnesses in the litigation process. The forensic accountant combines the skills of an accountant, an auditor, and an investigator. To be successful in this profession, the student should have a sense of curiosity. Through the program the student will develop strong analytical and deductive skills and professional judgment.

**Requirements**

To earn the MSAF, students must successfully complete at least 31 credit hours: a one-credit-hour business orientation course, seven core courses, and three electives.

<table>
<thead>
<tr>
<th>Orientation (required)</th>
<th>BADM 401</th>
<th>GRADUATE BUSINESS ORIENTATION</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCT 406</td>
<td>ISSUES IN ASSET VALUATION</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>ACCT 471</td>
<td>FRAUD EXAMINATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 473</td>
<td>FINANCIAL STATEMENTS AND FRAUD</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 474</td>
<td>ANTI-MONEY LAUNDERING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 475</td>
<td>COMPUTER FORENSICS &amp; AUDITING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACCT 477</td>
<td>TOPICS IN BUSINESS FORENSICS</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>INF 401</td>
<td>INFORMATION RESOURCE MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 31

**Accounting MSA**

The Heller College of Business offers several accounting programs at the graduate level: the MBA with a concentration in Accounting or Accounting Forensics (requiring three forensics accounting courses in addition to the MBA core), the Master of Science in Accounting (MSA) maximizing the number and variety of accounting courses for students planning to develop a career based in accounting, the Master of Science in Accounting Forensics (MSAF).

Our Accounting programs are designed to meet the needs of the following:

- Students who wish to complete their professional accounting education.
• Students who wish to pursue a terminal program that will enable them to enter the fields of public accounting, managerial accounting, governmental or nonprofit accounting.
• Students who seek a concentration in fraud examination studies.
• Students with majors in the liberal arts, sciences, engineering, and other fields who want to complete a professional accounting program.
• Accountants and teachers of accounting who wish to advance their careers through further study.

The Master of Science in Accounting program is designed to enable graduates in the liberal arts, sciences, engineering, and other fields, as well as graduates in business, to complete an advanced degree in accounting on a part-time or full-time basis. The MSA program offers two tracks, Professional Accounting and Accounting Forensics.

Students of accounting will find the MSA program beneficial because it can help advance careers through further study in the evenings. Persons interested in taking the CPA, CIA, CFE or CMA examinations can enroll in the MSA program to complete their professional training and/or fulfill professional exam requirements.

The focus of the learning process is a shared responsibility of the student and instructor. Our classes are small, the contact personal. We stress teamwork and group projects, with many case analyses that include written and oral presentations. Above all, we expect each student to contribute to the education of his or her colleagues, believing that adult learners have considerable expertise to share with classmatess.

Requirements

To earn an MSA with the Professional Accounting Concentration, students must successfully complete at least 31 credit hours, including one credit-hour online business orientation course, three core courses, five required track courses, and two Accounting electives (six credit hours). To earn an MSA with the Forensic Accounting Concentration, students must successfully complete at least 31 credit hours, including one credit-hour online business orientation course, three core courses, and seven track courses. Students entering with a non-business baccalaureate degree will have their prior course work evaluated and may be required to take additional Accounting course(s) in addition to the 11-course MSA program. Please note that ACCT 405 ACCOUNTING FOR EXECUTIVES does not count toward the MSA degree.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 406</td>
<td>ISSUES IN ASSET VALUATION</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 407</td>
<td>ISSUES IN INCOME DETERMINATION</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 491</td>
<td>ACCOUNTING RESEARCH &amp; ANALYSIS</td>
<td>3</td>
</tr>
</tbody>
</table>

Orientation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 401</td>
<td>GRADUATE BUSINESS ORIENTATION</td>
<td>1</td>
</tr>
</tbody>
</table>

Track Courses

Select one of the following tracks:

Track 1: Professional Accounting:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 414</td>
<td>ADVANCED ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>ACCT 433</td>
<td>PROFESSIONAL PRACTICE OF AUDITING</td>
<td></td>
</tr>
<tr>
<td>ACCT 442</td>
<td>ADVANCED COST &amp; MANAGERIAL ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>ACCT 450</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
<td></td>
</tr>
</tbody>
</table>

Track 2: Forensic Accounting:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 456</td>
<td>FEDERAL TAXATION</td>
<td></td>
</tr>
<tr>
<td>ACCT 4XX</td>
<td>Two Graduate Accounting Electives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 433</td>
<td>PROFESSIONAL PRACTICE OF AUDITING</td>
<td></td>
</tr>
<tr>
<td>ACCT 456</td>
<td>FEDERAL TAXATION</td>
<td></td>
</tr>
<tr>
<td>ACCT 471</td>
<td>FRAUD EXAMINATION</td>
<td></td>
</tr>
<tr>
<td>ACCT 473</td>
<td>FINANCIAL STATEMENTS AND FRAUD</td>
<td></td>
</tr>
<tr>
<td>ACCT 474</td>
<td>ANTI-MONEY LAUNDERING</td>
<td></td>
</tr>
<tr>
<td>ACCT 475</td>
<td>COMPUTER FORENSICS &amp; AUDITING</td>
<td></td>
</tr>
<tr>
<td>ACCT 477</td>
<td>TOPICS IN BUSINESS FORENSICS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 31

Business Administration, MBA

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

Requirements

To earn the MBA, students must successfully complete 37 credit hours. Typically, this includes 13 courses: a 1-credit-hour orientation course, eight core courses, three courses in an area of concentration, and one elective. Students whose academic preparation or work experience has given them a sufficient degree of expertise in a specific subject may petition to take a more advanced course in lieu of a particular core course. Of the 12 courses required for the degree, at least nine must be courses offered in the College of Business. If the concentration selected is outside the College of Business, then the elective must be a Business course.

Three related courses constitute a concentration. Within the Heller College of Business, students may choose from the following areas: accounting, business forensics, finance, human resource management, information systems, international business, leadership, management, marketing, real estate, social entrepreneurship, and strategic management. Students also have the option of choosing a concentration from another graduate program within the university. These options and variations open a variety of career paths to MBA graduates. These concentrations are: economics, hospitality management, industrial/organizational psychology, integrated marketing communications, nonprofit management, public administration/health services administration, and training and development.

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

Course Requirements

Students should plan their programs of study so that all prerequisites are completed before enrollment in BADM 401 STRATEGIC MANAGEMENT – SINGLE BUSINESS ORGANIZATIONS.
Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 405</td>
<td>ACCOUNTING FOR EXECUTIVES</td>
<td>3</td>
</tr>
<tr>
<td>ECON 403</td>
<td>ECONOMICS FOR DECISION MAKERS</td>
<td>3</td>
</tr>
<tr>
<td>FIN 408</td>
<td>FINANCE FOR DECISION MAKERS</td>
<td>3</td>
</tr>
<tr>
<td>INFS 401</td>
<td>INFORMATION RESOURCE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 403</td>
<td>QUANTITATIVE ANALYSIS FOR MANAGERS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 407</td>
<td>EXECUTIVE LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 489</td>
<td>STRATEGIC MANAGEMENT – SINGLE BUSINESS ORGANIZATIONS</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 406</td>
<td>MARKETING STRATEGY: THEORY &amp; PRACTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration

Three courses chosen from a single area 9

Elective

One graduate-level course approved by the Assistant Dean, Graduate Studies 3

Total Credit Hours 37

Concentration Options within the College of Business

Accounting Concentration

Required: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 406</td>
<td>ISSUES IN ASSET VALUATION</td>
</tr>
<tr>
<td>ACCT 407</td>
<td>ISSUES IN INCOME DETERMINATION</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 414</td>
<td>ADVANCED ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 433</td>
<td>PROFESSIONAL PRACTICE OF AUDITING</td>
</tr>
<tr>
<td>ACCT 442</td>
<td>ADVANCED COST &amp; MANAGERIAL ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 447</td>
<td>INTERNATIONAL ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 450</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
</tr>
<tr>
<td>ACCT 454</td>
<td>GOVERNMENTAL &amp; NONPROFIT ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 456</td>
<td>FEDERAL TAXATION</td>
</tr>
<tr>
<td>ACCT 457</td>
<td>ADVANCED FEDERAL INCOME TAX &amp; RESEARCH</td>
</tr>
<tr>
<td>ACCT 491</td>
<td>ACCOUNTING RESEARCH &amp; ANALYSIS</td>
</tr>
<tr>
<td>ACCT 492</td>
<td>PROFESSIONAL ACCOUNTING INTERNSHIP</td>
</tr>
<tr>
<td>ACCT 493</td>
<td>SEMINAR: THEORY &amp; CASES FINANCIAL MANAGEMENT</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Finance Concentration

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 454</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
</tr>
<tr>
<td>FIN 482</td>
<td>THEORY &amp; CASES FINANCIAL MANAGEMENT</td>
</tr>
<tr>
<td>FIN 483</td>
<td>CAPITAL MARKETS &amp; FINANCIAL INSTITUTIONS</td>
</tr>
<tr>
<td>FIN 485</td>
<td>INVESTMENT THEORY</td>
</tr>
<tr>
<td>FIN 487</td>
<td>DERIVATIVES (Advanced Financial Instruments)</td>
</tr>
<tr>
<td>FIN 492</td>
<td>PROFESSIONAL FIN INTERNSHIP</td>
</tr>
<tr>
<td>FIN 495</td>
<td>FINANCE INDEPENDENT STUDY</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Human Resource Management Concentration

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 400</td>
<td>STRATEGIC ISSUES IN HUMAN RESOURCES</td>
</tr>
<tr>
<td>HRM 405</td>
<td>LEGAL ISSUES IN HUMAN RESOURCE</td>
</tr>
<tr>
<td>HRM 428</td>
<td>WORKPLACE DIVERSITY</td>
</tr>
<tr>
<td>HRM 430</td>
<td>EMPLOYEE BENEFITS</td>
</tr>
<tr>
<td>HRM 432</td>
<td>LABOR AND EMPLOYEE RELATIONS</td>
</tr>
<tr>
<td>HRM 434</td>
<td>EMPLOYEE SELECTION &amp; STAFFING</td>
</tr>
<tr>
<td>HRM 438</td>
<td>COMPENSATION MANAGEMENT</td>
</tr>
<tr>
<td>HRM 492</td>
<td>PROFESSIONAL HUMAN RESOURCE MANAGERSHIP</td>
</tr>
<tr>
<td>HRM 493</td>
<td>SEMINAR IN HUMAN RESOURCE MANAGEMENT</td>
</tr>
<tr>
<td>HRM 495</td>
<td>HUMAN RESOURCE MANAGEMENT INDEPENDENT STUDY</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Information Systems Concentration

Select three of the following: 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFS 402</td>
<td>BUSINESS ANALYSIS</td>
</tr>
<tr>
<td>INFS 412</td>
<td>DATABASE SYSTEMS</td>
</tr>
<tr>
<td>INFS 413</td>
<td>SEMINAR IN INFORMATION SECURITY</td>
</tr>
<tr>
<td>INFS 421</td>
<td>ACCOUNTING &amp; FINANCE INFORMATION SYSTEMS</td>
</tr>
<tr>
<td>INFS 430</td>
<td>GLOBAL ISSUES IN INFORMATION SYSTEMS</td>
</tr>
<tr>
<td>INFS 440</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
</tr>
<tr>
<td>INFS 441</td>
<td>SYSTEMS DESIGN &amp; IMPLEMENTATION</td>
</tr>
<tr>
<td>INFS 451</td>
<td>DECISION SUPPORT SYSTEMS</td>
</tr>
<tr>
<td>INFS 471</td>
<td>MANAGEMENT OF INFORMATION SYSTEMS</td>
</tr>
<tr>
<td>INFS 488</td>
<td>PROJECT MANAGEMENT</td>
</tr>
</tbody>
</table>

Total Credit Hours 9
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFS 492</td>
<td>PROFESSIONAL INFORMATION SYSTEMS INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>INFS 495</td>
<td>INDEPENDENT STUDY</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**International Business Concentration**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 447</td>
<td>INTERNATIONAL ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>FIN 454</td>
<td>INTERNATIONAL FINANCIAL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>INFS 430</td>
<td>GLOBAL ISSUES IN INFORMATION SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>MGMT 452</td>
<td>INTERNATIONAL BUSINESS ENVIRONMENT ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>MGMT 453</td>
<td>INTERNATIONAL MANAGEMENT &amp; LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>MGMT 454</td>
<td>INTERNATIONAL EXPERIENCE</td>
<td></td>
</tr>
<tr>
<td>MGMT 492</td>
<td>PROFESSIONAL MANAGEMENT INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>MKTG 456</td>
<td>INTERNATIONAL MARKETING ANALYSIS</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**Management Concentration**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 402</td>
<td>BUSINESS ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>MGMT 405</td>
<td>SOCIAL ENTREPRENEURSHIP I: CREATING THE VISION</td>
<td></td>
</tr>
<tr>
<td>MGMT 406</td>
<td>SOCIAL ENTREPRENEURSHIP II: IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td>MGMT 421</td>
<td>OPERATIONS MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MGMT 423</td>
<td>BEHAVIORAL SCIENCE SYSTEM FOR MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MGMT 445</td>
<td>BUSINESS FORECASTING</td>
<td></td>
</tr>
<tr>
<td>MGMT 452</td>
<td>INTERNATIONAL BUSINESS ENVIRONMENT ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>MGMT 453</td>
<td>INTERNATIONAL MANAGEMENT &amp; LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>MGMT 454</td>
<td>INTERNATIONAL EXPERIENCE</td>
<td></td>
</tr>
<tr>
<td>MGMT 465</td>
<td>ORGANIZATIONAL THEORY</td>
<td></td>
</tr>
<tr>
<td>MGMT 470</td>
<td>ORGANIZATIONAL CHANGE AND DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>MGMT 472</td>
<td>CEO, TOP MANAGEMENT, AND THE BOARD</td>
<td></td>
</tr>
<tr>
<td>MGMT 474</td>
<td>MANAGEMENT CONSULTING</td>
<td></td>
</tr>
<tr>
<td>MGMT 488</td>
<td>PROJECT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MGMT 491</td>
<td>SPECIAL TOPICS IN MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MGMT 492</td>
<td>PROFESSIONAL MANAGEMENT INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>MGMT 495</td>
<td>MANAGEMENT INDEPENDENT STUDY</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**Marketing Concentration**

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 425</td>
<td>COMMUNICATION &amp; CONSUMER BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>MKTG 426</td>
<td>RESEARCH FOR MARKETING DECISIONS</td>
<td></td>
</tr>
<tr>
<td>MKTG 440</td>
<td>BUSINESS PLAN &amp; STRATEGY NEW VENTURES</td>
<td></td>
</tr>
<tr>
<td>MKTG 456</td>
<td>INTERNATIONAL MARKETING ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>MKTG 492</td>
<td>PROFESSIONAL MARKETING INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>MKTG 495</td>
<td>MARKETING INDEPENDENT STUDY</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**Real Estate Concentration**

Select three of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REES 401</td>
<td>REAL ESTATE PROCESS</td>
<td></td>
</tr>
<tr>
<td>REES 405</td>
<td>URBAN LAND ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>REES 411</td>
<td>REAL ESTATE FINANCE AND INVESTMENT</td>
<td></td>
</tr>
<tr>
<td>REES 415</td>
<td>REAL ESTATE VALUATION</td>
<td></td>
</tr>
<tr>
<td>REES 421</td>
<td>REAL ESTATE LAW</td>
<td></td>
</tr>
<tr>
<td>REES 425</td>
<td>REAL ESTATE LEASING</td>
<td></td>
</tr>
<tr>
<td>REES 431</td>
<td>REAL ESTATE MANAGEMENT &amp; MARKETING</td>
<td></td>
</tr>
<tr>
<td>REES 441</td>
<td>REAL ESTATE DESIGN &amp; FEASIBILITY</td>
<td></td>
</tr>
<tr>
<td>REES 451</td>
<td>PUBLIC/PRIVATE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>REES 461</td>
<td>PROJECT AND CONSTRUCTION MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>REES 481</td>
<td>REAL ESTATE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>REES 492</td>
<td>PROFESSIONAL REAL ESTATE INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>REES 493</td>
<td>SPECIAL TOPICS IN REAL ESTATE</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**Social Entrepreneurship Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 440</td>
<td>BUSINESS PLAN &amp; STRATEGY NEW VENTURES</td>
<td>3</td>
</tr>
<tr>
<td>SENT 405</td>
<td>SOCIAL ENTREPRENEURSHIP I: CREATING THE VISION</td>
<td>3</td>
</tr>
<tr>
<td>SENT 406</td>
<td>SOCIAL ENTREPRENEURSHIP II: IMPLEMENTATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**Examples of Concentration Options outside of the College of Business**

**Economics Concentration**

Select three courses at the 400-level from Economics (ECON)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**Hospitality Management Concentration**

Select three courses at the 400-level from Hospitality and Tourism Management (HOSM)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>
Integrated Marketing Communications Concentration
MBA candidates who wish to concentrate on Integrated Marketing Communications (IMC) must take the following classes in sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMC 409</td>
<td>METHODS OF IMC</td>
<td>3</td>
</tr>
<tr>
<td>IMC 446</td>
<td>BRAND PLANNING AND MESSAGE STRATEGY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose one 400-level IMC course (Excluding: IMC 401, IMC 480, and IMC 499) 3

Total Credit Hours 9

MBA students are not allowed to take any IMC classes for which they do not have the prerequisites. MKTG 406 MARKETING STRATEGY: THEORY & PRACTICE is accepted as a substitute for IMC 401 BRAND MARKETING AND COMMUNICATIONS.

Industrial/Organizational Psychology Concentration
Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 462</td>
<td>ORGANIZATIONAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 662</td>
<td>CONFLICT RESOLUTION IN ORGANIZATIONS</td>
</tr>
<tr>
<td>PSYC 672</td>
<td>ORG CULTURE, PERS. STRATEGY</td>
</tr>
<tr>
<td>PSYC 673</td>
<td>CONSULTING SKILLS</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Managing Nonprofit Organizations Concentration
Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 419</td>
<td>STRATEGIC PLANNING FOR PUBLIC ADMINISTRATION</td>
</tr>
<tr>
<td>PADM 421</td>
<td>THE NONPROFIT SECTOR IN THE UNITED STATES</td>
</tr>
<tr>
<td>PADM 423</td>
<td>PROGRAM EVALUATION FOR NONPROFIT ORGANIZATIONS</td>
</tr>
<tr>
<td>PADM 424</td>
<td>RESOURCE DEVELOPMENT IN NONPROFIT ORGANIZATIONS</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Public Administration / Health Services Administration Concentration
Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 408</td>
<td>TOPICS IN POLICY MAKING</td>
</tr>
<tr>
<td>PADM 450</td>
<td>HEALTH, ILLNESS, &amp; MEDICINE IN AMERICAN SOCIETY</td>
</tr>
<tr>
<td>PADM 451</td>
<td>INTRODUCTION HEALTH SERVICES</td>
</tr>
<tr>
<td>PADM 453</td>
<td>MEDICAL ETHICS AND THE LAW</td>
</tr>
<tr>
<td>PADM 455</td>
<td>MANAGED CARE &amp; INTEG SERV NET</td>
</tr>
<tr>
<td>PADM 456</td>
<td>ECONOMIC ISSUES HEALTH SERVICE MANAGEMENT</td>
</tr>
<tr>
<td>PADM 458</td>
<td>MARKETING HEALTH MANAGEMENT</td>
</tr>
<tr>
<td>PADM 459</td>
<td>LONG TERM CARE ADMINISTRATION</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Training and Development Concentration
Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRDV 400</td>
<td>INTRODUCTION TO TRAINING &amp; DEVELOPMENT</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Business Administration, MBA, Dual Degree with Industrial/Organizational Psychology, MA
Roosevelt University’s Heller College of Business offers the Master of Business Administration (MBA) program which prepares students for executive and managerial positions.

This dual degree program allows select students to be concurrently enrolled in two sought-after degree programs. As a result of interdisciplinary cooperation between the Heller College of Business and the College of Arts and Sciences, this highly structured offering allows qualified students to obtain both a Master of Business Administration with a concentration in I/O Psychology and a Master of Arts in Industrial/Organizational Psychology, with a minimum of 20 courses (58 hours).

Admission
Required for admission:

- Completed application.
- Admissions essay.
- 3.0 undergraduate GPA. Students below the 3.0 undergraduate GPA might be asked to complete an interview process with the Assistant Dean of Students, Department Chairs and/or faculty.
- 18 undergraduate hours in psychology, business, economics or related fields, including course work in statistics and research methods.

For further information, follow these links:

MBA program (http://www.roosevelt.edu/Business/Programs/MBA.aspx)
I/O Psychology program (http://www.roosevelt.edu/CAS/Programs/Psychology/IOPsychology/MA.aspx)

Requirements

Required Courses
Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 407</td>
<td>INTERMEDIATE STATISTICS</td>
</tr>
<tr>
<td>PSYC 462</td>
<td>ORGANIZATIONAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 463</td>
<td>PERSONNEL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 530</td>
<td>ADVANCED RESEARCH METHODS</td>
</tr>
</tbody>
</table>

Orientation

BADM 401 GRADUATE BUSINESS ORIENTATION 1

Other Required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 405</td>
<td>ACCOUNTING FOR EXECUTIVES</td>
</tr>
<tr>
<td>ECON 403</td>
<td>ECONOMICS FOR DECISION MAKERS</td>
</tr>
<tr>
<td>FIN 408</td>
<td>FINANCE FOR DECISION MAKERS</td>
</tr>
</tbody>
</table>
and practices and for ease of certification (PHR & SPHR), the program also aims to ensure the program meets with professional standards.

Successful HR professionals require both comprehensive and in-depth coverage of modern HR specializations and current topics. The curriculum emphasizes coverage of theoretical and applied material in order to provide foundational HR knowledge as well as HR skills and competencies critical to any successful HR professional. The degree can be pursued on a full- or part-time basis.

The Human Resource Management curriculum is designed to provide students with both comprehensive and in-depth coverage of modern HR specializations and current topics. The curriculum emphasizes coverage of theoretical and applied material in order to provide foundational HR knowledge as well as HR skills and competencies critical to any successful HR professional. The degree can be pursued either on a full- or part-time basis.

The objective of this program is for the student to gain a full understanding of the human resource function including, recruitment, selection, placement, training and career development, employee and labor relations; performance measurement; and resource planning. You will learn how legal issues, human behavior, labor relations and diversity impact the modern organization.

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 enhance their study of the employer-employee relationship. There is no substitute for experience in dealing with people in a work situation and students are advised to acquire such experience through part-time work or internships.

The Heller College of Business offers two programs in Human Resource Management at the graduate level: the Master of Business Administration (MBA) with a Concentration in Human Resource Management (see information under the MBA listing in this catalog), the Master of Science in Human Resource Management (MSHRM).

The curriculum follows closely the Society for Human Resource Management (SHRM) as a program curriculum that is in alignment with the society’s recommended standards.

**Requirements**

To complete the 31-credit-hour MSHRM program, students will successfully complete 10 courses (three credit hours each) in addition to an orientation course (one credit hour). The program has eight required courses and two elective courses, which are listed below. Students with prior course work or significant HR work experience in human resource management may petition to substitute a more advanced course for a core course with the approval of the graduate advisor.

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 400</td>
<td>Strategic Issues in Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HRM 432</td>
<td>Labor and Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>HRM 434</td>
<td>Employee Selection &amp; Staffing</td>
<td>3</td>
</tr>
<tr>
<td>HRM 438</td>
<td>Compensation Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 493</td>
<td>Seminar in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 407</td>
<td>Executive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 470</td>
<td>Organizational Change and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 405</td>
<td>Legal Issues in Human Resource</td>
<td>3</td>
</tr>
<tr>
<td>HRM 428</td>
<td>Workplace Diversity</td>
<td>3</td>
</tr>
<tr>
<td>HRM 430</td>
<td>Employee Benefits</td>
<td>3</td>
</tr>
<tr>
<td>HRM 455</td>
<td>Global HR</td>
<td>3</td>
</tr>
<tr>
<td>HRM 491</td>
<td>Special Topics in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 495</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 454</td>
<td>International Experience</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 474</td>
<td>Management Consulting</td>
<td>3</td>
</tr>
</tbody>
</table>

### Topic Elective Courses

### Requirements

- An average of B (3.0) or better to complete acceptance into the dual degree program.

### Human Resource Management, MSHRM

The objective of this program is for the student to gain a full understanding of the human resource function including, recruitment, selection, placement, training and career development, employee and labor relations; performance measurement; and resource planning. You will learn how legal issues, human behavior, labor relations and diversity impact the modern organization.

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 enhance their study of the employer-employee relationship. There is no substitute for experience in dealing with people in a work situation and students are advised to acquire such experience through part-time work or internships.

The Heller College of Business offers two programs in Human Resource Management at the graduate level: the Master of Business Administration (MBA) with a Concentration in Human Resource Management (see information under the MBA listing in this catalog), the Master of Science in Human Resource Management (MSHRM).

The Human Resource Management curriculum is designed to provide students with both comprehensive and in-depth coverage of modern HR specializations and current topics. The curriculum emphasizes coverage of theoretical and applied material in order to provide foundational HR knowledge as well as HR skills and competencies critical to any successful HR professional. The degree can be pursued either on a full- or part-time basis.

Additionally, to ensure the program meets with professional standards and practices and for ease of certification (PHR & SPHR), the program curriculum follows closely the Society for Human Resource Management graduate program guidelines. The program is formally recognized by SHRM as a program curriculum that is in alignment with the society's recommended standards.

### Requirements

To complete the 31-credit-hour MSHRM program, students will successfully complete 10 courses (three credit hours each) in addition to an orientation course (one credit hour). The program has eight required courses and two elective courses, which are listed below. Students with prior course work or significant HR work experience in human resource management may petition to substitute a more advanced course for a core course with the approval of the graduate advisor.

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 400</td>
<td>Strategic Issues in Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HRM 432</td>
<td>Labor and Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>HRM 434</td>
<td>Employee Selection &amp; Staffing</td>
<td>3</td>
</tr>
<tr>
<td>HRM 438</td>
<td>Compensation Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 493</td>
<td>Seminar in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 407</td>
<td>Executive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 470</td>
<td>Organizational Change and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 405</td>
<td>Legal Issues in Human Resource</td>
<td>3</td>
</tr>
<tr>
<td>HRM 428</td>
<td>Workplace Diversity</td>
<td>3</td>
</tr>
<tr>
<td>HRM 430</td>
<td>Employee Benefits</td>
<td>3</td>
</tr>
<tr>
<td>HRM 455</td>
<td>Global HR</td>
<td>3</td>
</tr>
<tr>
<td>HRM 491</td>
<td>Special Topics in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 495</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 454</td>
<td>International Experience</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 474</td>
<td>Management Consulting</td>
<td>3</td>
</tr>
</tbody>
</table>

### Topic Elective Courses

### Requirements

- An average of B (3.0) or better to complete acceptance into the dual degree program.
**About the program**

The MSRE graduate degree program is designed for those seeking to either enter or enhance careers in the real estate profession. It is a specialized degree tailored to enhance a student’s knowledge of the industry with a more expanded number of real estate courses.

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

**Requirements**

Students within the 31-credit-hour program will take seven Real Estate courses. The entire program consists of two Real Estate core courses, four Business courses and five Real Estate electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REES 401</td>
<td>REAL ESTATE PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>REES 411</td>
<td>REAL ESTATE FINANCE AND INVESTMENT</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 405</td>
<td>ACCOUNTING FOR EXECUTIVES</td>
<td>3</td>
</tr>
<tr>
<td>BADM 401</td>
<td>GRADUATE BUSINESS ORIENTATION</td>
<td>1</td>
</tr>
<tr>
<td>FIN 408</td>
<td>FINANCE FOR DECISION MAKERS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 403</td>
<td>QUANTITATIVE ANALYSIS FOR MANAGERS</td>
<td>3</td>
</tr>
</tbody>
</table>

Select five of the following: 13-15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REES 405</td>
<td>URBAN LAND ECONOMICS</td>
</tr>
<tr>
<td>REES 415</td>
<td>REAL ESTATE VALUATION</td>
</tr>
<tr>
<td>REES 421</td>
<td>REAL ESTATE LAW</td>
</tr>
<tr>
<td>REES 425</td>
<td>REAL ESTATE LEASING</td>
</tr>
<tr>
<td>REES 431</td>
<td>REAL ESTATE MANAGMENT &amp; MARKETING</td>
</tr>
<tr>
<td>REES 441</td>
<td>REAL ESTATE DESIGN &amp; FEASIBILITY</td>
</tr>
<tr>
<td>REES 451</td>
<td>PUBLIC/PRIVATE DEVELOPMENT</td>
</tr>
<tr>
<td>REES 461</td>
<td>PROJECT AND CONSTRUCTION MANAGEMENT</td>
</tr>
<tr>
<td>REES 481</td>
<td>REAL ESTATE DEVELOPMENT</td>
</tr>
<tr>
<td>REES 493</td>
<td>SPECIAL TOPICS IN REAL ESTATE</td>
</tr>
<tr>
<td>REES 495</td>
<td>INDEPENDENT STUDY IN REAL ESTATE</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 29-31
UNIVERSITY POLICIES

The university-wide academic policies appearing in this section apply to all graduate programs. Students are responsible for acquainting themselves with these policies and following them. In addition, some of the university’s colleges and programs have additional policies that apply only to students enrolled in those particular programs. Students should consult the catalog section for their colleges and programs for policies specific to their programs.

General policies appear here; longer policies relating to academic terminology, academic standing, grievances and other topics have their own pages.

Catalog year
A student’s “catalog year” refers to the academic year in which a student entered the university. The catalog year determines the degree requirements for that student, based on the catalog at that time. At any time, a student may update his/her catalog year to the current catalog and degree program requirements by completing a Declaration/Change of Major form (https://www.roosevelt.edu/~media/Files/pdfs/Registrar/Change-of-Program-UG.ashx?la=en&sa=U&ved=0ahUKEwictsWblc7NAhVqo0MKHUssDZgQFggFMAA&client=internal-uds-cse&usg=AFQjCNHboGMUCJDI96FLuwZFRmEuEpHkw).

Class attendance
Instructors are required to submit attendance reports on non-attending students during the first two weeks of each semester. Although instructors set their own expectations for attendance, reporting of those not attending is required by the U.S. Department of Education. Students not attending class are then subject to action on their registrations, charges, and financial aid for the term.

Degree completion
Master’s degree students must complete their degree requirements within six years of their admission. Students may contact their program advisor or department chair if they wish to petition for degree completion extension.

Doctoral students should consult their program’s requirements for degree completion on the individual program pages in this catalog.

Grade reports
Final grade reports are available to students in RU Access; no grade reports are mailed. The grade report includes credit hours completed, quality points, and term and cumulative grade point averages. Academic standing also is indicated on the grade report.

Transcripts
The transcript is the official academic record for a student at Roosevelt University. Official transcripts may be requested online from the Office of the Registrar (https://www.roosevelt.edu/Registrar.aspx). There is a fee for each transcript. Official transcripts are issued directly to institutions and employers. Students may also request a transcript marked “Issued to Student.” No transcript will be issued if the student owes the university money or has any other encumbrance. Information about the cost of transcripts and the procedure for ordering is available on the Transcripts (https://www.roosevelt.edu/Registrar/Transcripts.aspx) website.

Transfer credit
See the university’s Transfer Credit Policy (https://www.roosevelt.edu/~media/Files/pdfs/Policies/Academic/TransferCredit.ashx?la=en) for information on transfer of graduate-level coursework.

Academic Integrity Appeals
The procedure detailed below should be followed for appeal of allegations of academic dishonesty. All student appeals must begin with the instructor conference.

Instructor conference
The student shall first request, in writing, a conference with the instructor to explain the reason for the appeal of the judgment of academic dishonesty and seek a resolution. The request must be made no later than seven calendar days after the student has been notified of the judgment of academic dishonesty. Note that in matters relating to academic dishonesty, the instructor’s judgment is normally deemed final and conclusive. A student may only grieve the instructor’s judgment regarding guilt of academic dishonesty, not the instructor’s choice of penalty or grade. Students may appeal the professional judgment exercised by an instructor only under the following circumstances:

1. Evidence can be produced disproving the judgment of academic dishonesty.
2. 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 judgment of academic dishonesty, the student shall request to meet with the instructor’s department chair or program director. This request to meet with the instructor’s department chair or program director must be made in writing within seven calendar 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 the findings through official university correspondence to the student and the dean of the college within 14 calendar 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 or dean’s designee must be filed by the student within seven (7) calendar days of the issuance of the official university correspondence of the decision of the department chair or program director. The college dean or dean’s designee 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 or dean’s designee. The college dean or dean’s designee will confer with the student and prepare a concise written report of his/her findings and deliver the findings through official university correspondence to the student within 14 calendar days of the student conference.
Appeal to the provost
If the student desires to appeal the decision of the college dean, the student may appeal to the provost within seven calendar days of the issuance of the decision of the college dean or dean’s designee. The student must submit, in writing, the appeal and supporting documentation to the Office of the Provost. The provost or the provost’s designee will examine all the documents relevant to the case and collect additional information, if necessary. The provost or provost’s designee will make a determination and inform the student of the decision in writing. The Office of the Provost will keep a record of all meetings, conferences, and investigations relevant to the case. The decision of the provost or provost’s designee is final.

Academic Integrity Policy
The importance of academic integrity
Roosevelt University students are responsible for following this academic integrity policy, which sets standards for honesty and responsibility in representing their own work and acknowledging the contributions of others.

Acts of academic dishonesty violate the very spirit of the university: They undermine the perpetrator’s own learning; they are unfair to other students who do their own work; they violate the trust between professor and student; and they diminish the value of the degree for all students.

For these reasons academic dishonesty is taken very seriously at Roosevelt University, with consequences ranging from failing the assignment or the course to expulsion by the university.

Definition of academic dishonesty
In the broadest sense, academic dishonesty is any act that enhances a student’s grade unethically and unfairly. Students are responsible for becoming familiar with this policy; ignorance of the rules will not be accepted as an excuse when a student is caught in an act of academic dishonesty.

The university’s guidelines on academic integrity are based on two principles:

• Assignments turned in for a course are expected to be original work done by the student specifically for that course.
• Information gathered from published sources (including Internet sources) and used in class assignments must be properly attributed. Resources related to proper citation of information are available on the Current Students (https://www.roosevelt.edu/current-students/academics) page of the university website.

Definitions used at Roosevelt for common types of academic dishonesty follow.

Cheating
These actions are considered cheating:

• Copying other students’ work or allowing one’s own work to be copied.
• Using unauthorized notes or sources when taking tests.
• Using unattributed passages or phrases from sources, including textbooks, on tests.

• Stealing or otherwise obtaining test materials before tests.

Recycling
Instructors expect that work submitted in a course is original work done for that course. A student who wishes to reuse a paper written for another course or use his/her own work that has been published must consult with the instructor. The instructor may recommend additions or revisions of this paper, or may require an original paper for that class.

Plagiarism
Plagiarism means using the work of someone else, in whole or in part, without giving credit. This includes all types of works, including music, computer code, works of art and writing. It is possible to plagiarize by obtaining a paper from a friend or purchasing a paper online or elsewhere, by submitting another student’s paper as one’s own, by recycling a paper from another class, by copying published work or by using ideas or words from any source (written or oral) without proper attribution.

Plagiarism may be committed with the intention to defraud (as in the first few examples), but may sometimes be committed unintentionally (as in the last example). More detailed information on the kinds of plagiarism can be found on the Current Students (https://www.roosevelt.edu/current-students/academics) page of the university website.

Fabrication
Fabrication is simply “making things up.” Manufacturing sources, information, quotes, situations, anecdotes, composite interviews or anything else has no place in papers, articles or essays based on analysis, research and/or reporting.

Unauthorized collaboration
All work submitted for a grade is assumed to be the student’s own work, unless the instructor has specifically authorized teamwork or other collaboration. Work submitted as part of an authorized collaboration must properly cite the contributions of each individual.

Consequences of violations of the Academic Integrity Policy at Roosevelt University
Penalties that may be imposed by instructors
For an instance of blatant plagiarism with the clear intent to defraud, the instructor’s options range from failing the student for the assignment to failing the student for the course.

For an instance of plagiarism that an instructor believes is less serious, the instructor’s options range from simply providing a written warning to the student to failing the student for the assignment to lowering the student’s grade for the course.

Students may appeal the decision of the instructor by following the academic integrity appeal procedure (p. 161) outlined in the Academic Policies sections of the undergraduate and graduate catalogs. A student may only appeal the instructor’s judgment
Faculty reporting of academic integrity violations
University faculty have the authority to report academic integrity violations to the Office of Student Conduct and Conflict Resolution (sevans12@roosevelt.edu). All reports of violations will be kept in a tracking system for purposes of noting, reporting, and responding to patterns of academic dishonesty recidivism. Recurring acts of academic dishonesty will result in the application of a sanction(s), beyond whatever initial academic penalty was determined by a faculty member in an individual case. These sanctions may range from a written warning, probation or suspension, to expulsion, possibly combined with restorative justice sanctions.

Individual colleges and departments also may have their own rules for reporting plagiarism.

Academic definitions and terminology

Degrees and awards
Roosevelt University currently offers a variety of master’s degree programs, three doctoral programs, and three certificate programs at the graduate level. Each specific degree offered in a college has its own unique requirements for completion. Students should refer to requirements listed for their chosen academic program.

Master’s degree
The U.S. Department of Education defines a master’s degree as requiring the successful completion of a graduate program of study of at least the full-time equivalent of one, but not more than two, academic years of work beyond the bachelor’s degree. Master’s degrees at Roosevelt typically require the successful completion of between 33 and 39 credit hours and include coursework taken at Roosevelt as well as any coursework accepted for transfer by the graduate program. Transfer credit is generally limited to 6 credit hours at the master’s level.

Doctoral degree
The Department of Education defines a doctoral degree as one requiring advanced work beyond the master’s level. The doctoral degree is awarded after a period of study that typically equals at least six full-time equivalent academic years. Completion of the doctorate requires successful completion of either a dissertation based on original research, an original project, or coursework required for professional practice. Specific requirements for Roosevelt’s doctoral degrees are detailed in the catalog sections for those programs.

Certificates and diplomas
Certificates and diplomas certify satisfactory completion of a post-secondary education program. All Roosevelt certificates meet the regulatory requirements of the Department of Education, the Higher Learning Commission, and the Illinois Board of Higher Education.

- Post-baccalaureate certificates require completion of an organized program of study beyond the bachelor’s degree. They are designed for those who have completed a bachelor’s degree, but they do not meet the requirements of a master’s degree.

- Post-master’s certificates require completion of an organized program beyond the master’s degree, but do not meet the requirements of academic degrees at the doctoral level.

Dual degree
A dual degree refers to a student completing the requirements of two distinct degree programs, usually, but not always at the same academic level, simultaneously. Students in dual-degree programs must fulfill all requirements for both degrees as well as any prerequisite or other requirements associated with both/either degrees. Typically this requires more credit hours than either degree alone. An example of a dual degree is:

- Students completing both a Master of Arts in Industrial- Organizational Psychology and a Master of Business Administration.

Academic program definitions

Concentration
A concentration provides a thematic focus of study through 9 credit hours or more of interrelated courses in a subject area. Courses applied as a concentration must be identified and pre-approved by the college. Students pursuing a concentration must be enrolled in a degree program and must officially declare the concentration for it to appear on their academic record and transcripts.

Academic standing
Each Roosevelt University graduate or doctoral student has an academic standing determined by his or her Roosevelt cumulative grade point average, specific letter grades, and, in some cases, semester GPA.

This policy on academic standing applies to students seeking graduate degrees in the Chicago College of Performing Arts, College of Arts and Sciences, College of Education, Evelyn T. Stone College of Professional Studies, and Heller College of Business. Academic standing policies differ for master’s and doctoral degree students. Students should refer to the section(s) of the policy that apply to the degree being sought.

Students in the College of Pharmacy should refer to the academic standing policy for the Pharmacy program (p. 226) in this catalog.

Calculation of academic standing
Academic standing is an end-of-term status, which means a student must complete at least one term of coursework before having a calculated academic standing. Academic standing is updated after final grades have been posted for the fall and spring semesters and after the last summer session. Academic standing is identified on a student’s transcript and visible in RU Access; academic standing for completed terms is not recalculated in RU Access after the submission of grade changes. Students are expected to understand both their program and university academic standing requirements and review their academic performance with their advisors after every enrolled semester.

Grades counted toward academic standing
No more than two grades lower than B- may be applied to master’s degrees and only one grade lower than B- may be applied toward a doctoral degree. The grades of D+, D, D-, or F cannot be counted toward any graduate degree program.
Courses that do not count toward the Roosevelt grade point average

- Transfer credit grades are not included in the overall Roosevelt grade point average. Transfer coursework taken elsewhere for a higher grade cannot be used to improve academic standing.
- Developmental courses (most English Language Program courses).
- Undergraduate coursework.

Academic standing designations

Good standing

Master’s degree students: A master’s degree student who has completed at least one course that counts toward the GPA, has a cumulative Roosevelt GPA of 3.0 or higher and has earned no more than two grades below B- in the current degree program is considered to be in good academic standing.

Doctoral degree students: A doctoral student who has completed at least one course that counts toward the GPA, has a cumulative Roosevelt GPA of 3.25 or higher, and has earned no more than one grade below a B- is considered to be in good academic standing.

No standing calculated

This category is reserved for students who did not complete any coursework that counts toward the Roosevelt GPA. This academic standing is not punitive in any way and students with no standing calculated have the same academic opportunities as those in good standing.

Placed on probation

Students who are placed on probation or fear that they may be placed on probation should see their graduate program’s advisor or their department chair immediately. The advisor/chair will be able to help determine the best strategy for a return to good academic standing.

Master’s degree students: A student whose overall grade point average falls below 3.0 or who earns more than two grades below B- will be placed on probation.

Doctoral degree students: A student whose overall grade point average falls below 3.25 or who earns more than one grade below B- will be placed on probation.

Continued on probation

Master’s and doctoral degree students: A student’s status can be “continued on probation” if the student has not yet taken the 6 credit hours allotted for return to good academic standing. If a student’s overall GPA remains below the minimum GPA beyond the deadline stated above, the student’s program can send a documented request for continued probation to the Office of Graduate Studies.

Returning to good academic standing

Master’s degree students: Students who raise their Roosevelt GPA to at least a 3.0 average and have no more than two grades below B- remaining on their record will no longer be on probation.

Doctoral degree students: Students who raise their Roosevelt GPA to at least a 3.25 average and have no more than one grade below B- remaining on their record will no longer be on probation.

Academic suspension

Students who fail to return to good standing within the guidelines described above will be suspended and will not be allowed to register again until they have been reinstated.

Academic dismissal

Dismissal is the final step in the academic standing process. Students who have failed to present an acceptable plan for returning to good standing or who fail to earn adequate grades to return to good standing face dismissal from their programs. A student who is dismissed will not be allowed to register for further graduate courses.

In addition, a student may be dismissed immediately, without probation, under these circumstances:

Dismissal for a second probation: Students placed on probation for a second time may be dismissed immediately.

Dismissal for D and F grades: Students receiving two or more grades of D+, D, D- or F in one semester or in two consecutive semesters face immediate dismissal, without first being placed on probation.

Dismissal for academic reasons other than grades: If the program in which a student is enrolled determines that the student has failed to meet dispositional or other standards required in the field, the program may recommend dismissal.

Admitted on probation

This is the only academic standing that is not based on end-of-term academic performance.

Some master’s degree programs allow students to enter their degree programs with GPAs below the level required for unconditional admission. Registration for students admitted on probation will likely be limited to 6 credit hours. Students admitted on probation must earn a 3.0 GPA in the first term to remain in their programs. Doctoral programs typically do not admit students on probation.

Deadline for returning to good standing

Students must return to good academic standing as soon as possible and should follow these guidelines:

- A student placed on probation after the fall term should return to good standing no later than the end of the following fall term, or within 6 credit hours, whichever comes first.
- A student placed on probation after the spring term should return to good standing no later than the end of the following spring term, or within 6 credit hours, whichever comes first.
- A student placed on probation after the summer term should return to good standing no later than the end of the following spring term, or within 6 credit hours, whichever comes first.

Strategies for returning to good standing

These strategies may be used by either master’s or doctoral students to improve academic standing. Both require that students...
first meet with an advisor in the graduate program in which they are enrolled. The dean of Graduate Studies can answer student questions about returning to good academic standing but will not resolve them without initial input from the program and the advisor. After following one or both of the strategies below, a student on probation could return to good standing.

- **Retaking a course**: With advisor approval, a student may retake up to two different courses for a maximum of 7 credit hours to improve grades; a particular course may be retaken no more than once. When courses are retaken, the higher grade becomes the official one for the course and the one used to calculate the Roosevelt GPA and academic standing.

- **Excluding a grade**: If a low grade is received in an elective course, the advisor may ask the dean of Graduate Studies for exclusion of the grade from the overall Roosevelt GPA. The advisor will confirm that the course is not required for the degree program and will forward a petition form to officially request exclusion of the course from calculation of the overall GPA. (Important: The grade will still appear on the transcript but will not be used in GPA or academic standing calculation.

**Notification of academic standing**

The Office of Graduate Studies notifies students through their official Roosevelt email address when they are placed on probation, continued on probation, suspended, or dismissed. Students who appeal their probationary, suspension, or dismissal status will be notified of the outcome of their appeal by Roosevelt email and any email or postal address students use to send in their appeal. Copies are sent to students’ graduate program director or advisor and relevant university offices.

**Appeals for reinstatement**

Appealing for reinstatement to a graduate program after suspension or dismissal is possible, but requires several steps.

Students should:

1. Reflect on what personal and/or academic circumstances contributed to their academic under-performance. Consider what changes to these circumstances may support improved academic performance.
2. Submit a written appeal for reinstatement to their program advisor, detailing what contributed to their under-performance and what personal and/or academic changes have been or will be made that better position them for academic success.
3. Meet with their program advisor to discuss the appeal. Their advisor may suggest strategies such as retaking, substituting, or excluding a course (described above) from the GPA to improve academic standing. The advisor will then submit the student’s appeal to the program for review. After graduate programs evaluate student appeals, programs submit their recommendation and a student’s appeal to the Office of Graduate Studies.
4. Await appeal decision notification, which is sent via email from the Office of Graduate Studies. Copies are sent to the student’s graduate program director or advisor and relevant university offices. Normally such reinstatement requests are decided by the Graduate Council’s Executive Committee, which meets monthly during the fall and spring terms. The dean of Graduate Studies may issue an appeal decision when the Executive Committee of Graduate Council is not available. If the appeal is approved, the student will be allowed to register.

The decision of the Executive Committee of the Graduate Council is final on matters of academic standing.

**Course and credit information**

**Definitions**

**Credit hours**

Credit for academic work completed at Roosevelt University is earned in credit hours. Courses listed in the catalogs are 3 credit-hour courses unless otherwise noted. A 3-credit-hour class meets 2.5 clock hours per week for 15 weeks (2.5 hours x 15 weeks = 37.5 contact hours per term). Longer periods are required for one credit hour in laboratory courses and certain applied courses in art, drawing and music. Note that in the College of Pharmacy, the academic year consists of four terms, but credit is still awarded based on credit hours.

**Course load**

The standard course load for a full-time student is 9 to 15 credit hours of course work except in the EdD program, in which 6 credit hours is full-time. PsyD students who have already earned a master’s degree and who are taking 700-level courses may also be considered full-time taking 6 credit hours.

During the summer term, no more than 6 credit hours is standard. A student is considered part-time if enrolled in fewer than 9 credit hours in fall or spring term. For purposes of enrollment certification, a student must be enrolled in 6 credit hours in fall or spring to be considered half-time. No student is permitted to take more than 12 credit hours without the written consent of the dean of the college in which the student is enrolled. The university reserves the right to limit a student’s program when it is obvious that the student has enrolled for more work than he/she can handle successfully.

**International student course loads**

Students in F-1/J-1 status must be full time (per the course load definitions above) during the fall and spring terms. Summer attendance is not required.

**Course numbering system**

Graduate courses carry numbers at the 400 level or above. College of Education courses at the 500-600 level are for doctoral students only. College of Arts and Sciences courses at the 500 and 600 level are for psychology master’s and doctoral students only. College of Arts and Sciences courses at the 700 level are for psychology doctoral students only.

**Individualized class sections**

Individualized sections are sections that are created at the student’s request for a specific purpose. Graduate students, upon recommendation of the program chair and with the approval of the dean of their college, may be permitted to take individualized sections in order to pursue independent research or supervised readings.

Individualized sections are not listed in the schedule/Coursefinder (https://www.roosevelt.edu/Registrar/Schedule.aspx) online and may include theses, dissertations, project research, master’s degree
projects, doctoral projects, internships, independent studies, and courses by arrangement. Only degree-seeking students are eligible to enroll in individualized sections or independent studies classes. Online registration is not available for an individualized section. See the Registrar’s webpage (https://www.roosevelt.edu/Registrar/Registration/Individual.aspx) for more detail on procedures for registering for an individualized section.

**Grading and grade options**

**Audit courses**

Students may audit selected courses. Students auditing a course attend classes consistent with the instructor’s attendance policy and may participate in any or all course requirements and examinations. No academic credit is granted for the course, and the grade of audit (AU) is the only grade recorded. It cannot be changed to another grade at a later date. See the Registrar’s webpage (https://www.roosevelt.edu/Registrar/Courses/Audit.aspx) for more information on procedures.

**Grades**

A student’s academic progress is indicated by grades A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F in completed courses. The grade D is unacceptable towards graduate degree programs. Only two courses with grades of C may be counted toward completion of a graduate degree. Only one “C” grade may count toward completion of doctoral programs in the College of Arts and Sciences and the College of Education. The grade F indicates failure. Second examinations to raise final grades or to make up failures are not permitted.

**P/F (pass/fail)**

See Pass/Fail Grade Option, below.

**IP (in progress)**

The grade IP (in progress) is given only for specific courses (such as independent study, thesis, dissertation, practicum, or internship) that may have a span two or more semesters.

**I (incomplete)**

A grade of Incomplete may be given only with the consent of the instructor and appropriate notification to the registrar. An Incomplete grade may be issued only in the situation in which a small portion of the total semester’s work needs to be completed (for example, the student must take a final examination, complete a paper, or similar requirements), when the student is academically able to complete the work, and when the student has presented a satisfactory rationale and a reason to the instructor for not completing the work within the deadline of the regular semester.

Students must complete the remaining course requirements by the date required by an instructor and reported in RU Access. A student may also be given an extension of an Incomplete due to extraordinary circumstances, such as, for example, when an 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 (https://www.roosevelt.edu/~/media/Files/pdfs/Registrar/ExtensionGradeForm.ashx?%3Fla&usg=AFQjCNFFFe-4QL_JZRx-Skj-J5ZXPIpZ7w) to the registrar’s office. The Incomplete grade will be removed when the instructor submits a letter grade within the above deadline. If no grade is submitted and no extension granted, the registrar will automatically convert the Incomplete grade to the default grade (B+, B, B-, C+, C, C-, D+, D, D- or F) originally submitted by the faculty member.

**W (withdrawal)**

Students may withdraw from a course and receive a grade of “W” upon written request submitted to the registrar by the published deadline on the Registrar’s Important Dates page. (https://www.roosevelt.edu/Registrar/ImportantDates.aspx) Approval by a financial aid counselor is also required if the student is receiving financial aid. Students should also inform their instructor of their intention to drop courses. After the published deadline, no grade of W will be permitted for academic reasons, and the student will be graded solely on academic performance at the end of the term. See the Registrar’s web page (https://www.roosevelt.edu/Registrar/Registration/Drop.aspx) for
Registration procedures

• See the How to Register webpage (https://www.roosevelt.edu/Registrar/Registration.aspx) for guidance in registering.

• See the Adding Classes webpage (https://www.google.com/url?q=https://www.roosevelt.edu/Registrar/Registration/AddDrop.aspx&sa=U&ved=0ahUKEwjKgrP7ysvNAYJ4oMKHQB_BwAv&usg=AFQjCNF6dIWLf-93kEDLJ0EJLwYTdaDgg) for detail on procedures for repeating courses.

Information on repeated courses’ eligibility for financial aid is available on the Financial Aid web pages (https://www.roosevelt.edu/FinancialAid/Policies/RepeatedCourseWork.aspx). If the student repeats a course taken at another institution, only the credits earned at Roosevelt will be computed in the cumulative credits and grade point average.

Cancelled classes

The university reserves the right to cancel classes. If a student is registered for a class that is cancelled, that student will be dropped automatically and will 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 counselors about implications for their aid.

Pass/fail grade option

Graduate students may have the option to register for courses with a pass/fail grade option. The number of credit hours of such courses allowed to count toward a degree varies by program. Some degree programs also have required courses that must be taken as pass/fail. Students should consult with a faculty advisor regarding pass/fail options pertaining to their particular degree program.

Repealed courses

Students may retake a course with a grade of C or lower. This requires written approval by the program’s director as well as the graduate dean. The form for this purpose must be submitted with the course selection worksheet at the time of registration. Students may repeat up to two courses for a maximum of seven credit hours to improve grades. Both grades of a repeated course remain on the academic record; however, only the course with the higher grade is used in computing the grade point average and counted toward degree completion. This policy does not entitle the student to a retroactive degree and does not change the historical recording of academic standing.

See the Registrar’s webpage (https://www.google.com/url?q=https://www.roosevelt.edu/~media/Files/pdfs/Policies/Academic/RepeatedCoursePolicy.ashx&sa=U&ved=0ahUKEwizsPrOysvNavAhVH2oMXY7CAwQFggEMAA&client=internal-uds-cse&usg=AFQjCNFXGlIQ3zwxP-12lMeGvbdiVofJA) for detail on procedures for repeating courses.

Information on repeated courses’ eligibility for financial aid is available on the Financial Aid web pages (https://www.roosevelt.edu/FinancialAid/Policies/RepeatedCourseWork.aspx). If the student repeats a course taken at another institution, only the credits earned at Roosevelt will be computed in the cumulative credits and grade point average.

Registration procedures

• See the How to Register webpage (https://www.roosevelt.edu/Registrar/Registration.aspx) for guidance in registering.

• See the Adding Classes webpage (https://www.google.com/url?q=https://www.roosevelt.edu/Registrar/Registration/AddDrop.aspx&sa=U&ved=0ahUKEwjKgrP7ysvNAYJ4oMKHQB_BwAv&usg=AFQjCNF6dIWLf-93kEDLJ0EJLwYTdaDgg) for detail on procedures for repeating courses.

Information on repeated courses’ eligibility for financial aid is available on the Financial Aid web pages (https://www.roosevelt.edu/FinancialAid/Policies/RepeatedCourseWork.aspx). If the student repeats a course taken at another institution, only the credits earned at Roosevelt will be computed in the cumulative credits and grade point average.

Cancelled classes

The university reserves the right to cancel classes. If a student is registered for a class that is cancelled, that student will be dropped automatically and will 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 counselors about implications for their aid.

Final grade grievances

The procedure detailed below should be followed for appeal of final grades. All student appeals must begin with the instructor conference.

Instructor conference

The student must first request, in writing, a conference with the instructor to explain the reason for the appeal and seek a resolution. For fall-semester grades, the request must be made no later than seven (7) calendar days after the start of the spring semester. For spring- and summer-semester grades, the request must be made no later than seven (7) calendar days after the start of the fall semester. The instructor then responds to the student within 14 calendar days of the student’s request.

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 when the student believes that one of the following circumstances occurred:

1. Grades resulting from deviations in the instructor’s established and announced grading procedures.
2. Errors in application of grading procedures.
3. Modification of grades for non-academic reasons.
4. 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, the student must request, in writing, to meet with the instructor’s department chair or program director. This request to meet with the instructor’s department chair or program director must be made within seven (7) calendar 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 conducts an investigation, prepares a written report of his/her findings, and delivers the findings through official university correspondence to the student and the dean of the college within 14 calendar days of the day of the meeting.

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 or dean’s designee must be filed by the student within seven (7) calendar days of the issuance of the official university correspondence of the decision by the department chair or program director. The college dean or dean’s designee 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 or dean’s designee. The college dean or dean’s designee will confer with the student and prepare a concise written report of his/her findings and deliver the findings through official university correspondence to the student within 14 calendar days of the day of the meeting.

Appeal to the provost

If the student desires to appeal the decision of the college dean, the student may appeal to the provost within seven (7) calendar days of the issuance of the decision of the college dean or dean’s designee. The student must submit, in writing, the appeal and supporting documentation to the Office of the Provost. The provost or provost’s
designee will examine all the documents relevant to the case and collect additional information, if necessary. The provost or provost’s designee will make a determination and inform the student of the decision in writing, delivered through official university correspondence. The Office of the Provost will keep a record of all meetings, conferences, and investigations relevant to the case. The decision of the provost or provost’s designee is final.

**Graduation policies**

**Application for graduation**

Students expecting to graduate must complete a graduation application.

Attending the commencement ceremony is optional and separate from the graduation application and the conferral of a degree. For deadlines and procedures, see the Graduation web page (https://www.roosevelt.edu/Registrar/Graduation.aspx).

**Graduation Fiscal Policy**

As a student, you are responsible for all tuition, fees and other associated costs assessed as a result of registration and/or receipt of services from Roosevelt University. Roosevelt University will withhold all diplomas, transcripts, and other official statements (such as Letters of Completion) from students with any outstanding debts to the University.

**Graduating with honors**

Honors are not awarded by the university at the graduate or doctoral level.

**Other grievances**

**Procedures for handling student concerns other than final grade appeals**

If a student has a concern about a faculty member other than a final grade appeal, the student should first discuss the concern directly with the faculty member. In many cases, the communication of the concern will lead to an improved understanding between the faculty member and the student and result in an immediate adjustment of expectations on the part of one 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 takes a concern about a faculty member to a university official other than the department chair or program director, the official should direct the student to the appropriate person 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 to resolve the issue.

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.
UNDERGRADUATE COURSES
ACADEMIC COMMUNITY OF PRACTICE (ACP)

ACP 101 - FIRST YEAR SEMINAR
Discussions of common readings, informal writing assignments, and information literacy exercises introduce students to academic ways of creating knowledge within a social justice-oriented learning environment. Learning activities help first-year students develop supportive relationships with classmates, their instructor, and a student peer instructor. Required of all new students who enter with 12 or fewer hours of transfer credit.
Credits: 3

ACP 110 - PRIMARY TEXTS
Primary Texts familiarizes students with central themes in philosophy, literature, political theory, music, and/or theater as they have been explored by major figures in Western and non-Western cultural traditions. Focusing on themes such as "Concepts of the Person," "Theories of Justice," or "Life as Performance," students practice foundational academic learning tools like close analysis of full-length texts, idea-centered dialogue, and essay writing. A grade of C- or higher is required for successful completion.
Credits: 3

Course Notes: Successful completion of ACP 101 required for, students whose programs require ACP 101. A grade of C- or higher is required for successful completion.

ACP 250 - GROUNDS FOR CHANGE
ACP 250: Grounds for Change is a problem-based learning course that addresses a question common to most social justice issues: What will it take to transform specific instances of injustice, environmental degradation, or uneven access to resources and socially powerful institutions? Students work in groups to research, discuss, and present possible solutions to the problems confronting the class. Students may enroll in any version of the course, including those offered in their major programs. Some sections incorporate Transformational Service-Learning activities
Credits: 3
Attributes: Grounds for Change, Transformational Service Learning
Prerequisites: ENG 102

Course Notes: A grade of D or higher is required for, successful completion.
ACCOUNTING (ACCT)

ACCT 210 - PRINCIPLES OF ACCOUNTING I
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.
Credits: 3
Prerequisites: MATH 116 or MATH 121
Course Notes: Req'd prereq or qualification into MATH 121., Internet required.

ACCT 211 - PRINCIPLES OF ACCOUNTING II
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.
Credits: 3
Prerequisites: ACCT 210 and (MATH 116 or MATH 121)
Course Notes: or qualification into MATH 121. Internet required.

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.
Credits: 3
Prerequisites: ACCT 211 and (MATH 116 or MATH 121)

ACCT 305 - INTERMEDIATE ACCOUNTING II
Continuation of Acct 304. Stockholders' equity, income measurement theory, and preparation and analysis of financial statements.
Credits: 3
Prerequisites: ACCT 304 and (MATH 116 or MATH 121)

ACCT 306 - GOVERNMENTAL ACCOUNTING
Accounting and financial reporting principles of governmental and not-for-profit organizations. Fund accounting principles, budgetary accounting, and financial reporting practices.
Credits: 3
Prerequisites: ACCT 211 and MATH 116 or MATH 212
Course Notes: or qualification into MATH 121

ACCT 307 - INCOME TAX LAW AND PROCEDURE
Income tax fundamentals and taxation of individuals. Gross income, exclusions, deductions, exemptions, credits, and transactions in property.
Credits: 3
Prerequisites: ACCT 210 and ACCT 211 and (MATH 116 or MATH 121)

ACCT 313 - COST & MANAGERIAL ACCOUNTING
Accumulation and analysis of accounting information for management decisions. Job order 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.
Credits: 3
Prerequisites: ACCT 210 and ACCT 211 and (MATH 116 or MATH 121)

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.
Credits: 3
Prerequisites: ACCT 305

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.
Credits: 3
Prerequisites: ACCT 304 and ACCT 305

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.
Credits: 3
Prerequisites: ACCT 305

ACCT 352 - FINANCIAL STATEMENT ANALYSIS
Use of financial statements in interpreting financial condition for purposes of internal control or external evaluation. ACCT 304 strongly recommended. Crosslisted with FIN 352.
Credits: 3
Prerequisites: ACCT 304 and FIN 311

ACCT 390 - TOPICS IN ACCOUNTING
Topics will focus on emerging issues in the accounting profession. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 3

ACCT 395 - INDEPENDENT STUDY
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.
Credits: 1-6
Course Notes: Consent

ACCT 398 - PROFESSIONAL ACCOUNTING INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to undergraduate business program.
Credits: 1-3
Attributes: Transformational Service Learning


**ACTUARIAL SCIENCE (ACSC)**

**ACSC 101 - ACTUARIAL CAREER**
Introduce students to the diverse field that encompasses actuarial science. The focus will be on exploring the many paths that actuaries can embark upon (life, pension, health, consulting, property & casualty, and other alternatives). The course will also incorporate the development of certain soft skills such as public speaking, presentations, debate, where appropriate.
Credits: 1
Course Notes: For students interested in Actuarial Science and, related fields.

**ACSC 246 - LINEAR ALGEBRA**
Vector spaces; linear transformations and matrices; inner products and orthogonality; eigenvalues; eigenvectors; and diagonalization.
Credits: 3
Prerequisites: MATH 231 or MATH 245 or MATH 290

**ACSC 309 - DATA MINING**
Methods of knowledge discovery in massive data, i.e. the study of computer-assisted process of digging through and analyzing enormous data sets and then extracting the ‘meaning’ of the data by applying mathematical methods. The methods that we study in this course are designed to predict behaviors and future trends based on existing data. Topics include classification techniques, clusterization techniques, association rule discovery techniques, techniques for improving data quality. See Cst 309.
Credits: 3
Prerequisites: (MATH 246 or ACSC 246 or MATH 300 or ACSC 300)

**ACSC 323 - COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS**
Study of the ways in which strategic interactions among autonomous agents produce outcomes with respect to the preferences (or utilities) of those agents. This course covers game-theoretic foundations of cooperative and non-cooperative behavior of independent agents. The course emphasizes applications drawn from artificial intelligence, decision theory, economics, psychology, business management and finance. See Cst 310.
Credits: 3
Prerequisites: ACSC 300 or MATH 300 or ACSC 246 or MATH 246 and (MATH 245 or MATH 290 or MATH 217 or MATH 238 or ECON 234 or SOC 291 or ACSC 347 or MATH 347)

**ACSC 328 - LINEAR PROGRAMMING & 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. See Cst 328.
Credits: 3
Prerequisites: MATH 246 or ACSC 246 or ACSC 300

**ACSC 347 - PROBABILITY THEORY**
Probability models; random variables; probability distributions; expectation and moment generating functions of random variables; multivariate distributions.
Credits: 3
Prerequisites: MATH 233

**ACSC 348 - MATHEMATICAL STATISTICS**
Distributions of functions of random variables, sampling distributions; Central Limit Theorem; point estimators and confidence intervals; hypothesis testing; linear models.
Credits: 3
Prerequisites: ACSC 347 or MATH 347

**ACSC 349 - REGRESSION & TIME SERIES**
Simple and multiple linear regression models; time series analysis; applications to forecasting; statistical software.
Credits: 3
Prerequisites: (MATH 231 and (MATH 217 or ECON 234)) or ACSC 348 or MATH 348

**ACSC 367 - FINANCIAL MATH**
Mathematics of interest, accumulated value, and present value; annuities certain; amortization schedules and sinking funds; bonds and related securities; depreciation; rates of return; spot and forward rates of interest; cashflow duration and immunization; stocks, mutual funds, fixed income. Financial calculator.
Credits: 3
Prerequisites: MATH 232

**ACSC 369 - MODELS FOR LIFE CONTINGENCIES**
Survival distributions and life tables; life insurance; life annuities; benefit premium; premium calculation.
Credits: 3
Prerequisites: (ACSC 347 or MATH 347) and (ACSC 367 or MATH 367)
Course Notes: or concurrently

**ACSC 378 - TOPICS IN ACTUARIAL MATH**
Selected topics in actuarial models and actuarial modeling. May be repeated for up to six semester hours credit.
Credits: 1,3
Course Notes: Consent of Instructor or Academic Head

**ACSC 380FM - ACTUARIAL SCIENCE SEMINAR: EXAM FM/2**
Preparation for the Society of Actuaries Exam FM and the Casualty Actuarial Society Exam 2.
Credits: 3
Prerequisites: ACSC 367 or MATH 367
Course Notes: Preparation for Exam FM.

**ACSC 380P - ACTUARIAL SCIENCE SEMINAR: EXAM P/1**
Preparation for the Society of Actuaries Exam P and the Casualty Actuarial Society Exam 1.
Credits: 3
Prerequisites: ACSC 348 or MATH 348
Course Notes: Preparation for Exam P., ACSC 347 with a min grade of C- or concurrent, or MATH 347 with a min grade of C-

**ACSC 395 - INDEPENDENT STUDY**
Credits: 1-6
AFRICAN&AFRO-AMERICAN STUDIES (AFS)

AFS 101 - INTRODUCTION TO AFRICAN STUDIES
Interdisciplinary approach to understanding the role of Africa and its peoples in world history. How Africans shaped their cultures and lives in both ancient and modern times.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science

AFS 102 - INTRODUCTION TO AFRICAN-AMERICAN STUDIES
Interdisciplinary profile of worldwide experiences of persons of African descent from antiquity to the present. Emphasis on the American experience in the arts, the workplace, politics, religion, and race relations.
Credits: 3
Attributes: Non-western Culture, Social Science

AFS 207 - INTRODUCTION TO AFRICAN-AMERICAN LITERATURE
African American literature is a dynamic resource for understanding numerous individual, communal, and societal needs. This survey will highlight canonical and emerging African-American authors from the 18th-21st century (e.g. Dunbar, Johnson, Jacobs, Wells-Barnett, Hughes, Fauset, Wright, Hurston, Ellison, Brooks, Baraka, Sanchez, Young, Clifton, Reed, Hemphill, Beatty) through a range of genres, noting African, European, and "New World" influences. The writer's role in a given community, an artist's aesthetic considerations and unique voice, the function of the arts, and major movements (e.g. New Negro Harlem Renaissance and the Black Arts Movement) will be among the contexts for our study. Satisfies non-Western requirement.
Credits: 3
Attributes: Humanities, Non-western Culture
Prerequisites: ENG 101

AFS 224 - THE SOCIOLOGY OF AFRICAN-AMERICAN SOCIETY
Credits: 3
Attributes: Non-western Culture, Social Science

AFS 228 - AFRICAN-AMERICAN HISTORY: 1619-1877
See Hist 228.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: ENG 102
Course Notes: Sophomore standing.

AFS 229 - AFRICAN-AMERICAN HISTORY: 1877-1960
See Hist 229.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: ENG 102
Course Notes: Sophomore standing.

AFS 233 - AMERICAN CIVIL RIGHTS
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Course Notes: Sophomore standing.

AFS 240 - INTRODUCTION TO AFRICA: CULTURE & HISTORY
See Hist 240.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science

AFS 241 - AFRICA UNDER EUROPEAN DOMINATION
See Hist 241.
Credits: 3
Attributes: International Studies, Non-western Culture
Course Notes: Sophomore standing

AFS 248 - AFRICAN-AMERICAN HISTORY:1619-1877
See Hist 228.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: ENG 102
Course Notes: Sophomore standing.

AFS 249 - AFRICAN-AMERICAN HISTORY: 1877-1960
See Hist 229.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: ENG 102
Course Notes: Sophomore standing.

AFS 260 - SPECIAL TOPICS ON THE DIASPORA
This undergraduate seminar provides students with an understanding of the development and implications of the African Diaspora. Its major focus is upon the social-economic experiences of work, political ideologies, and social/cultural formations among people of African descent in the modern world. Click on red highlighted course # semester taken for specific description.
Credits: 3
Course Notes: Consent. One additional course in African American Studies, with a min grade of C- or higher required.

AFS 280 - TOPICS IN AFRICAN-AMERICAN HISTORY
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.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: ENG 102

AFS 290 - TOP: AFRICAN AMERICAN STUDIES
This course explores a specific topic in African American Studies through a variety of disciplines, including sociology, political science, history, philosophy, literature among others.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science

AFS 300 - BREAK THE CHAINS-REVOLT, REBEL
Credits: 6
Attributes: Humanities, Non-western Culture, Social Science
AFS 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.
Credits: 3
Attributes: Non-western Culture, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 9 SH in PSYC.

AFS 317 - THE AFRICAN-AMERICAN WOMAN
Relationship of the African-American woman to institutions of society from slavery to present. Social policy issues related to legislation, employment, health care, child care, education, housing, and correction systems.
Credits: 3
Attributes: Non-western Culture, Social Science, Women Gender Studies
Prerequisites: AFS 101 or AFS 102
Course Notes: Consent of instructor.

AFS 318 - THE AFRICAN-AMERICAN MAN
Historical, psychological, and sociological examination of issues and conflicts concerning the status, identity, and image of the African-American male in contemporary American society.
Credits: 3
Attributes: Non-western Culture, Social Science

AFS 322 - 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.
Credits: 3
Attributes: Non-western Culture, Social Science, Women Gender Studies

AFS 326 - RACE, GENDER & THE MASS MEDIA
Relationship between U.S. media and social construction of race and gender; media's role in perpetuating/challenging gender and racial stereotypes; perceptions and reaction to representations; critical consumption of media messages/pertaining to disenfranchised groups.
Credits: 3
Attributes: Non-western Culture, Social Science, Women Gender Studies

AFS 327 - RACE AND ETHNIC RELATIONS
See Soc 327.
Credits: 3
Attributes: Non-western Culture, Social Science

AFS 329 - WHITENESS IN A GLOBAL SOCIETY
Course addresses the history, economics, politics and social construction of whiteness. Specific focus on three white deep-settler countries (countries that whites colonized, controlled, and stayed for generations): U.S.A., Australia and South Africa. These three countries share many similarities and by examining the differences we can develop a sophisticated understanding of the (re)production of white privilege, white power and the continuation of white supremacy world-wide.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: Sophomore standing or above.

AFS 364 - WHITE CITY & BLACK METROPOLIS
Chicago constructed the White City to host the world during the 1893 Columbian Exposition. A half-century later, two prominent African American sociologists called the same city the Black Metropolis. This course will interrogate the spaces between these metaphors across a century of Chicago history. Chronological topics will include: the birth of the city as Nature's Metropolis; the Chicago Fire; the Exposition; the Haymarket affair; the Great Migration and 1919 riot; ethnic neighborhood associations of the 1920s; Depression radicalism and unionism in the 1930s; the greater migration of the 1940s; housing crises during the 1950s and beyond; civil rights and Black Power; and the shift from the "plantation politics" of Richard J. Daley in the 1960s to the election of the anti-machine candidate Harold Washington in the 1980s. Students taking this course will read secondary materials and conduct primary source research in local archives to analyze and discuss the power and construction of racial identity to better understand the rich and complex urban history of Chicago.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: HIST 106 or HIST 107

AFS 381 - SPECIAL TOPICS IN SOCIOLOGY
This course examines the intersection of a range of sociological relationships. This course will also examine these intersections from both macro and micro perspectives. However, whatever topic is used, the work will be influenced through the lens of race, gender and class. See Red highlighted CRN on course schedule for term specific descriptions.
Credits: 3
Attributes: Non-western Culture, Social Science
Prerequisites: SOC 101

AFS 382 - SPECIAL TOPICS: AFRICAN-AMERICAN LEADERSHIP
This course addresses the fundamental leadership concepts, theories, attributes, and antecedents most commonly associated with or practiced within the African American community. Students will explore African American leadership from political, legal, business, civil rights, activist, religious, intellectual, and artistic perspectives. Using a historical basis, students will investigate the challenges facing contemporary Black America and explore creative ways in which African Americans can respond to these challenges. This course can be used to satisfy an elective in Organizational Leadership, Organization Communication or Commerce and Enterprise.
Credits: 3
Attributes: Non-western Culture
Prerequisites: AFS 229AFS 102

AFS 395 - INDEPENDENT STUDY
Credits: 1-6
Attributes: Non-western Culture
Course Notes: Consent of instructor.
ALLIED HEALTH (ALH)

ALH 119 - INTRODUCTION TO MEDICAL TERMINOLOGY
Medical Terminology is a course that helps students understand the Greek and Latin-based language of medicine and healthcare. Emphasis is placed upon word roots, suffixes, prefixes, abbreviations, symbols, anatomical terms, and terms associated with movements of the human body. This course also stresses the proper pronunciation, spelling, and usage of medical terminology.
Credits: 2
Course Notes: This course does not count towards BIOL major credit.

ALH 251 - INTRODUCTION TO RADIOLOGY & MEDICAL IMAGING
Introductions to the art and science of medical radiography and medical imaging are presented. Included is a discussion of the history of radiology, basic radiation safety and protection, imaging terminology, and an introduction to exposure factors and image formation. Other course components include an introduction to professional organizations, and cultural diversity in healthcare.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

ALH 252 - RADIOLOGICAL PROCEDURES I
Radiographic anatomy and positioning skills are presented as they relate to performing radiographic procedures of the human body. Specific areas presented include positioning and procedures of the chest, abdomen, and extremities. Emphasis will be placed on the production of quality images while minimizing radiation exposure to the patient. Laboratory exercises will demonstrate the application of theoretical principles and concepts, while reinforcing didactic lecture content. Commonly-encountered pathological conditions will be examined. Pathology reports will be assigned as part of this course.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

ALH 253 - PATIENT CARE IN MEDICAL IMAGING
This course will present basic patient care techniques related to the medical imaging environment. Topics presented include sterile and aseptic technique, standard precautions, venipuncture, patient transfer, care of medical equipment, infection control, patient communication, basic EKG, and monitoring & recording of vital signs.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

ALH 254 - RADIOGRAPHY CLINICAL I
This is the first of a sequence of clinical courses designed to introduce students to the hospital clinical setting, while providing an opportunity for students to participate in or observe radiographic procedures. Students will complete general patient care competencies during this course, while rotating through various areas within the radiology department. Additionally, they will begin completing clinical competencies related to the chest, abdomen, routine contrast procedures, mobile examinations, extremities, and pediatric procedures. Students will perform under the supervision of qualified radiographers.
Credits: 2
Course Notes: Acceptance into the RAD clinical program required.

ALH 255 - FLUOROSCOPIC PROCEDURES I
This course examines the radiographic anatomy and positioning skill required to perform radiographic procedures of the digestive system. Also is an overview of contrast media and venipuncture instruction. Emphasis will be placed on the production of quality radiographs while minimizing radiation exposure to the patient and technologist. Pathology reports will be assigned to examine commonly-encountered pathological conditions.
Credits: 1
Course Notes: Acceptance into the RAD clinical program required.

ALH 261 - FLUOROSCOPIC PROCEDURES II
This course examines the radiographic anatomy and positioning skill required to perform radiographic procedures of the urinary, biliary, and reproductive systems. Also included are imaging studies of the spinal cord and arthrography. Emphasis will be placed on the production of quality radiographs while minimizing radiation exposure to the patient and technologist. Pathology reports will be assigned to examine commonly-encountered pathological conditions.
Credits: 1
Course Notes: Acceptance into the RAD clinical program required.

ALH 256 - MEDICAL LAW & ETHICS
This course examines the medicolegal issues involving patient care and medical imaging. Professional Ethics and ethical dilemmas will also be presented. Additional topics include confidentiality, HIPPA, medical documentation and elements of informed consent. Subject matter experts serve as guest presenters.
Credits: 1
Course Notes: Acceptance into the RAD clinical program required.

ALH 262 - MEDICAL TERMINOLOGY FOR MEDICAL IMAGING
The medical terminology course will include a study of root words, prefixes, and suffixes of medical vocabulary, medical abbreviations and applicable symbols. A combination of on-line learning exercises and chapter quizzes will be utilized. Although designed as an independent study course, students will meet once a week with the course facilitator to complete module tests. A medical terminology competency examination will be administered at the end of the course.
Credits: 1
Course Notes: Acceptance into the RAD clinical program required.

ALH 263 - MEDICAL TERMINOLOGY FOR MEDICAL IMAGING
This course examines the radiographic anatomy and positioning skill required to perform radiographic procedures of the digestive system. Also is an overview of contrast media and venipuncture instruction. Emphasis will be placed on the production of quality radiographs while minimizing radiation exposure to the patient and technologist. Pathology reports will be assigned to examine commonly-encountered pathological conditions.
Credits: 1
Course Notes: Acceptance into the RAD clinical program required.

ALH 264 - IMAGING PRINCIPLES I
Examine the factors controlling and influencing the production of radiographic images. Exercises will demonstrate application of theoretical principles and concepts. Topics include beam filtration, beam restriction, image receptors, computed and digital radiography concepts, radiographic grids, and technical factor selection & manipulation. Emphasis will be placed on methods of improving radiographic image quality, while emphasizing patient and technologist radiation protection.
Credits: 2
Course Notes: Acceptance into the RAD clinical program required.

ALH 265 - INTRODUCTION TO COMPUTERS
An introduction to microcomputers is presented and is designed to acquaint the participant with computer usage. Specific topics include how computers work, types of computers, hardware and software, and commonly-employed software applications. Additional units of study include fundamentals of Word 2007, PowerPoint 2007, and Excel 2007. This course is instructor-led and taught in a computer lab.
Credits: 1
Course Notes: Acceptance into the RAD clinical program required.
ALH 266 - RADIOGRAPHIC PROCEDURES II
Radiographic anatomy and positioning skills are presented as they relate to performing radiographic procedures of the human body. Specific areas presented include the pelvic girdle, bony thorax, spinal column, sacrum & coccyx. Emphasis will be placed on the production of quality images while minimizing radiation exposure to the patient. Laboratory exercises will demonstrate the application of theoretical principles and concepts, while reinforcing didactic lecture content. Commonly-encountered pathological conditions will be examined. Pathology reports will be assigned as part of this course.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

ALH 267 - RADIOGRAPHIC CLINICAL II
Students will continue to rotate through various areas of the radiology department and begin surgical rotations. Additional clinical competencies will be obtained on routine spine and cranium procedures, pediatric procedures and mobile studies. Students will continue to perform under the supervision of qualified radiographers.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

ALH 280 - FUNDAMENTALS OF SONOGRAPHY
Orientation to basic scanning techniques, instrumentation, acoustic energy, and anatomy and image identification. Students will learn to identify sonographic anatomy and acceptable image parameters and to correlate this information to specific procedures. Students will practice scan to achieve basic skills needed in the clinical setting. This course must be passed prior to continuing in the DMS program.
Credits: 3
Course Notes: Acceptance into the DMS program required.

ALH 281 - MANAGEMENT & METHODS OF PATIENT CARE
Introduction to the basics of nursing techniques, medical professionalism, and patient care. Topics covered include nursing procedures, medical emergencies, ethics, confidentiality, HIPAA, hospital safety, informed consent, conscious sedation, patient transfer, infection control, professional development and certification, departmental organization and administration, QA/QC, and an introduction to hospital administration.
Credits: 1
Course Notes: Acceptance into the DMS clinical program required.

ALH 282 - PATHOPHYSIOLOGY
The course is presented in two parts: general pathology and neoplasia. The general pathology component introduces basic disease concepts, theories of disease causation and system-by-system pathophysiologic disorders most frequently encountered in clinical practice. The neoplasia component provides an in-depth study of new and abnormal development of cells.
Credits: 2
Course Notes: Acceptance into the DMS clinical program required.

ALH 283 - SECTIONAL ANATOMY FOR THE SONOGRAPHER
Study of human anatomy in the transverse, longitudinal, and coronal planes. Emphasis on the organs in the abdomen, pelvis, thorax, and neck. Demonstration of how these structures appear on ultrasound scans, computerized tomography, and MRI.
Credits: 2
Course Notes: Acceptance into the DMS clinical program required.

ALH 284 - ABDOMEN SONOGRAPHY WITH LAB
Study of normal anatomy and sonographic appearances of abdominal structures and superficial structures. Normal variants, congenital anomalies, physiology, and related laboratory tests are covered. Sonographic methods used to visualize abdominal structures and organs. Includes laboratory section on basic scanning techniques. Credits: 4
Course Notes: Acceptance into the DMS clinical program required.

ALH 285 - OB-GYN SONOGRAPHY WITH EMBRYOLOGY
Study of obstetrical and gynecological anatomy. Clinical applications and sonographic methods used to visualize pelvic organs, the pregnant uterus, and related structures. Discussion of embryogenesis and the reproductive cycle. Study of normal sonographic patterns.
Credits: 3
Course Notes: Acceptance into the DMS clinical program required.

ALH 286 - CLINICAL EDUCATION I: SONOGRAPHY
Application of sonographic scanning procedures in a hospital setting under the supervision of a qualified registered diagnostic sonographer. Emphasis on liver, GB, pancreas, gallbladder, obstetrics, and pelvic areas. Pass-fail grading.
Credits: 2
Course Notes: Acceptance into the DMS clinical program required.

ALH 287 - CLINICAL EDUCATION II: SONOGRAPHY
Continuation of the study of principles of diagnostic ultrasound physics, including artifacts, Doppler, 3D, harmonic imaging, contrast agents, bioeffects and safety.
Credits: 3
ALH 309 - OBSTETRICAL/GYNECOLOGICAL PATHOLOGY
Study of obstetrical and gynecological pathology. Instrumentation and
techniques for optimization of sonographic obstetrical and gynecological
images are reviewed. Comparison of normal sonographic patterns with
pathology appearances, physiology, differentials, and correlation with
lab tests and related organ involvement. Discussion and correlation of
congenital abnormalities, causes, and sonographic appearances.
Credits: 4

ALH 310 - CLINICAL EDUCATION II
This course emphasizes clinical experience progression under the
supervision of faculty, sonography staff, and clinical instructor.
Continued practicum in the clinical applications of abdominal
sonography, female pelvis, and obstetrical applications. Effective
communication, operation of equipment, patient care, and technical skills
developed.
Credits: 3

ALH 311 - ABDOMINAL PATHOLOGY
This course emphasizes clinical experience progression under the
supervision of faculty, sonography staff, and clinical instructor.
Continued practicum in the clinical applications of abdominal
sonography, female pelvis, and obstetrical applications. Effective
communication, operation of equipment, patient care, and technical skills
developed.
Credits: 3

ALH 313 - PATIENT CARE MANAGEMENT I
See clinical advisor for more information on this course.
Credits: 2
Course Notes: Acceptance into clinical program

ALH 316 - PATHOLOGY
Credits: 2
Course Notes: Acceptance to clinical program

ALH 317 - RADIATION PHYSICS
Basic knowledge of physics pertinent understanding radiations used in
clinical settings.
Credits: 2
Course Notes: Acceptance to clinical program.

ALH 318 - RADIATION THERAPY PHYSICS
Credits: 3
Course Notes: Acceptance into clinical program

ALH 320 - CLINICAL HEMATOLOGY
Credits: 5
Course Notes: Includes coagulation. Acceptance into clinical program

ALH 321 - CLINICAL MICROBIOLOGY - VIROLOGY
Credits: 2
Course Notes: Acceptance into clinical program

ALH 322 - CLINICAL CHEMISTRY
Credits: 5
Course Notes: Acceptance into clinical program.

ALH 323 - CLINICAL IMMUNOLOGY/SEROLOGY
Credits: 5
Course Notes: Acceptance into the MDTC clinical program.

ALH 324 - CLINICAL IMMUNOHEMATOLOGY
Credits: 3
Course Notes: Acceptance into the MDTC clinical program.

ALH 325 - CLINICAL MICROSCOPY/URINALYSIS
Credits: 3
Course Notes: Acceptance into the MDTC clinical program.

ALH 326 - CLINICAL EDUCATION II
This course emphasizes clinical experience progression under the
supervision of faculty, sonography staff, and clinical instructor.
Continued practicum in the clinical applications of abdominal
sonography, female pelvis, and obstetrical applications. Effective
communication, operation of equipment, patient care, and technical skills
developed. Pass-fail grading.
Credits: 3
Course Notes: Acceptance into the DMS clinical program required.

ALH 327 - PHLEBOTOMY
Credits: 1
Course Notes: Acceptance into clinical program.

ALH 328 - CLINICAL MICROBIOLOGY-MYCOLOGY
Credits: 3
Course Notes: Acceptance into the MDTC clinical program.

ALH 329 - MANAGEMENT AND EDUCATION
Credits: 1-2
Course Notes: Acceptance into the MDTC clinical program.

ALH 330 - CLINICAL EDUCATION III
The student begins to demonstrate full competency in various exams
and advances toward more independent scanning under the supervision
of sonography staff and clinical instructor. Emphasis remains on
abdominal, small parts, and obstetrical-gynecological sonography.
The student will have an opportunity to refine skills and increase self-
confidence through progressively more independent scanning. Overview
of hospital operations, including departmental billing policies. Pass-fail
grading.
Credits: 3
Course Notes: Acceptance into the DMS clinical program required.

ALH 331 - INTRODUCTION TO PEDIATRICS AND VASCULAR IMAGING
Discussion of pediatric and neonatal anatomy and imaging techniques.
Newborn and pediatric pathologies are reviewed. Basic adult vascular
imaging is discussed, including peripheral vasculature and carotid
artery anatomy and pathology. Imaging techniques, protocols, spectral
and color flow Doppler interrogation and interpretation are reviewed.
Peripheral venous and carotid imaging is performed in a laboratory
setting.
Credits: 1

ALH 332 - CLINICAL EDUCATION IV WITH SPECIALTIES
In this final period of clinical study, the student demonstrates full
competency and progresses to full independence under the supervision
of sonography staff and clinical instructor. Emphasis on accuracy
and efficiency in pathology identification, diagnosis, and related organ
involvement documentation. Rotations in the practice of peripheral
vascular exams, pediatrics, breast imaging, and other specialties within
the field may be arranged.
Credits: 4

ALH 333 - LABORATORY MANAGEMENT
General introduction to laboratory management for the Histotechnologist;
emphasis on theories, methods, and techniques used in management,
with specific application to the laboratory.
Credits: 2
Course Notes: Acceptance into the histotechnology, clinical training
program.
ALH 334 - INTRODUCTION TO HISTOTECHNOLOGY
Principles and theories of histotechnology; safety and regulatory requirements; reagents; dilutions; basics of histology.
Credits: 2
Course Notes: Acceptance into the histotechnology, clinical training program.

ALH 335 - PROCESSING TISSUES
Principles and theories of processing tissues; methods of preparing tissues; preparing reagents; equipment troubleshooting and restoration.
Credits: 2
Course Notes: Acceptance into the histotechnology, clinical training program.

ALH 336 - EMBEDDING TISSUES
Principles and theories of embedding processes; methods of preparing and orienting tissues.
Credits: 3
Course Notes: Acceptance into the histotechnology, clinical training program.

ALH 337 - MICROTOMY/INSTRUMENTATION
Principles and theories of microtomy processes; methods of preparing tissues; laboratory and restoration.
Credits: 3
Course Notes: Acceptance into the histotechnology, clinical training program.

ALH 338 - ROUTINE STAIN AND QUALITY CONTROL
Principles and theories of staining procedures; evaluation of different methods of staining; equipment troubleshooting, quality control processes and slide review.
Credits: 2
Course Notes: Acceptance into the histotechnology clinical, training program.

ALH 340 - MANAGEMENT AND METHODS OF PATIENT CARE I
Skills in problem solving, critical thinking, and decision making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained. 2 Credit hours.
Credits: 2
Course Notes: Must be admitted into the, Nuclear Medicine Technology clinical placement

ALH 341 - RADIATION BIOLOGY
Study of image critique, technical factors, and sonographic interpretation. Review of sonographic terminology, image quality factors, scanning protocols and techniques, and normal sonographic appearances of abdominal, OB-GYN, and vascular structures. Integration of clinical history and pathology in the interpretation of pathologic sonograms and Doppler data.
Credits: 1
Course Notes: Acceptance into the DMS clinical program required.

ALH 342 - CLINICAL EDUCATION IV WITH SPECIALTIES
In this final period of clinical study, the student demonstrates full competency and progresses to full independence under the supervision of sonography staff and clinical instructor. Emphasis on accuracy and efficiency in pathology identification, diagnosis, and related organ involvement documentation. Rotations in the practice of peripheral vascular exams, pediatrics, breast imaging, and other specialties within the field may be arranged. Pass-fail grading.
Credits: 3
Course Notes: Must be admitted into the, Nuclear Medicine Technology clinical placement

ALH 343 - REGISTRY REVIEW
Comprehensive registry reviews for the ARDMS examinations. Practice exams and mock registries are an integral part of this review. Applications for registry examinations are provided and reviewed.
Credits: 2
Course Notes: Acceptance into the DMS clinical program required.

ALH 344 - DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM I
Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.
Credits: 3
Course Notes: Must be accepted into clinical training.

ALH 345 - RADIATION SAFETY & PROTECTION
Credits: 3

ALH 346 - RADIONUCLIDE CHEM & RADIOPHARM
Credits: 3

ALH 347 - CLINICAL CORRELATION-PATHOLOGY
Focus on the study of the structure and function of human cells, tissues, organs and systems. Clinical interpretation of organ systems with emphasis on immunology, and anatomy and physiology, which will provide a basis for understanding abnormal or pathological conditions as applied to nuclear medicine. Causes, symptoms, and treatments of disease are discussed as well as its effect on the images. In addition, the student is scheduled to observe the interpretation of images with the physician staff.
Credits: 2
Course Notes: Must be accepted into clinical training.

ALH 348 - DIAGNOSTIC NUCLEAR IMAGING PRACTICUM II
Credits: 4-5

ALH 349 - CLINICAL NUCLEAR IMAGING PROCEDURE
Credits: 3
ALH 350 - RADIATION PHYSICS & INSTRUMENTATION
Theory and physical principles associated with atomic structure, nuclear and quantum physics related to radioactive decay. Properties of the elements and the production of characteristic x and gamma rays, anger electrons and Bremsstrahlung. Instruction on the modes of decay, radiation dosimetry, and interaction of ionizing radiation with matter. Basic physics, instrumentation, and radiochemistry of SPECT (Single Photon Emission Computed Tomography), SPECT/CT, Positron Emission Tomography (PET), and PET/CT.
Credits: 2
Course Notes: Must be accepted into clinical training.

ALH 352 - RADIATION SAFETY & PROTECTION
Credits: 2
Course Notes: Acceptance into clinical program.

ALH 353 - MEDICAL IMAGING FOR RADIATION THERAPY
Credits: 2
Course Notes: Acceptance to clinical program

ALH 354 - PRINCIPLES AND PRACTICE I
Credits: 3
Course Notes: Acceptance to clinical program

ALH 355 - PRINCIPLES & PRACTICE II
Credits: 2
Course Notes: Acceptance to clinical program

ALH 357 - CLINICAL PRACTICUM I
Credits: 3
Course Notes: Acceptance into clinical program

ALH 358 - CLINICAL PRACTICUM II
Content is designed to provide sequential development, application, analysis, integration, synthesis, and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice, and professional development shall be discussed, examined, and evaluated. This includes supervised clinical education, which offers a sufficient and well-balanced variety of radiation treatments, examinations, and equipment. Various rotations include: three general radiation therapy treatment rooms, Simulator/CT simulator, Nursing Department, and Physics/Dosimetry Department.
Credits: 4

ALH 360 - QUALITY MANAGEMENT
Credits: 2
Course Notes: Acceptance into clinical program

ALH 362 - OPERATIONAL ISSUES
Credits: 2
Course Notes: Acceptance into clinical program

ALH 363 - TECHNICAL RADIATION I
This course is a continuation of Technical Radiation Therapy I with discussions of various treatment and simulation procedures the different pathologies. The lab component will continue to provide a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic.
Credits: 2
Course Notes: Must be accepted into clinical training.

ALH 364 - TECHNICAL RADIATION THERAPY II
This course is a continuation of Technical Radiation Therapy I with discussions of various treatment and simulation procedures the different pathologies. The lab component will continue to provide a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic.
Credits: 2
Course Notes: Must be accepted into clinical training.

ALH 370 - COMPUTED TOMOGRAPHY AND CROSS-SECTIONAL ANATOMY
Computed Tomography and Cross-Sectional Anatomy. Introduction to the fundamental concepts and principles of computed technology and its role in medical imaging. Specific topics include physics & instrumentation of CT scanning, image production, and cross-sectional anatomy of the head, neck, thorax, abdomen, and pelvis. Emphasis placed on patient considerations, patient safety, and radiation protection.
Credits: 2
Course Notes: Required for students admitted to the Clinical phase of, Nuclear Medicine Technology program.

ALH 371 - CLINICAL NUCLEAR MEDICINE PROCEDURES II
Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving.
Credits: 3
Course Notes: Required for students admitted to the clinical phase of, Nuclear Medicine Technology program.

ALH 372 - MANAGEMENT AND METHODS OF PATIENT CARE II
Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained.
Credits: 1
Course Notes: Required for students admitted to the clinical phase of, Nuclear Medicine Technology program.

ALH 375 - IMMUNOHISTOCHEMISTRY
The course will focus on the theoretical basis of immunohistochemistry. Advanced aspects of histological procedures used in clinical settings. The course will focus on the theoretical basis of immunohistochemistry.
Credits: 3
Course Notes: Required for students admitted to the clinical phase of, Nuclear Medicine Technology program.

ALH 376 - ELECTRON MICROSCOPY
Advanced aspects of histological procedures used in clinical settings. The course will focus on the theoretical basis of electron microscopy.
Credits: 3
Course Notes: Must be admitted into the Histotechnology clinical placement

ALH 377 - SPECIAL STAINS
Advanced aspects of histological procedures used in clinical settings. The course will focus on the theoretical basis of special stains.
Credits: 3
Course Notes: Must be admitted into the Histotechnology clinical placement
**ALH 378 - HISTOTECHNOLOGY PROCESS IMPROVEMENT**
Capstone course for the histotechnology program. Students will conduct a process improvement project in the laboratory. Students will be required to work collaboratively in the design, implementation, and presentation of their process improvement project.
Credits: 2
Course Notes: Must be admitted into the Histotechnology clinical placement

**ALH 379 - SEMINAR- ED & RES IN HISTOLOGY**
Presentation of reports, discussions, lectures and papers on selected topics in Histotechnology.
Credits: 3
Course Notes: Must be admitted into the Histotechnology clinical placement

**ALH 380 - RADIATION PHYSICS**
An introduction to basic concepts of physics with emphasis on the fundamentals of x-ray generating equipment. Topics include atomic structure, the structure of matter, ionization, magnetism & electromagnetism, electrodynamics, the control of high voltage and rectification, x-ray tubes, x-ray circuits, and the production & characteristics of radiation.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

**ALH 381 - OPERATIONAL ISSUES IN THE HEALTHCARE ENVIRONMENT**
Content is designed to focus on various allied health operational issues. CQI project development and evaluation and assessment techniques will be emphasized. Human resource issues and regulations impacting the healthcare professional will be examined. Accrediting agencies and the licensed practitioner’s role in the accreditation process will be emphasized. Billing and reimbursement issues will also be presented.
Credits: 1
Course Notes: Acceptance into the RAD clinical program required.

**ALH 382 - IMAGING PRINCIPLES II**
This course is designed as a continuation of RAD 104. Course focus will be on continued knowledge development of the factors governing and influencing the production of radiographic images. Topics include technique chart formation, recorded detail and image distortion, processor quality assurance (QA) concepts, radiographic QA and quality control (QC), and digital imaging principles. Causes of poor image quality and improvement of sub-optimal images will be emphasized throughout.
The technical factor competency exam will be administered at the end of the course.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

**ALH 383 - RADIOGRAPHIC PROCEDURES III**
Radiographic anatomy and positioning skills are presented as they relate to performing radiographic procedures of the human body. Specific areas presented include the skull, facial and nasal bones, zygomatic arches, paranasal sinuses and mandible. Emphasis will be placed on the production of quality images while minimizing radiation exposure to the patient. Laboratory exercises will demonstrate the application of theoretical principles and concepts, while reinforcing didactic lecture content. Commonly-encountered pathological conditions will be examined.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

**ALH 384 - IMAGING EQUIPMENT & MODALITIES**
This course is designed to examine the equipment routinely used in the production of diagnostic images in greater depth. Various recording media and techniques are discussed. Topics include: radiographic equipment, image intensified fluoroscopy, recording media and techniques, image noise, specialized imaging equipment, and state and federal regulations. An overview of other imaging modalities will also be presented including IR, Mammography, Radiation Therapy, Nuclear Medicine, PET, BMD, CT and Sonography.
Credits: 2
Course Notes: Acceptance into the RAD clinical program required.

**ALH 385 - RADIATION BIOLOGY & PROTECTION**
The principles of cellular irradiation are presented. Radiation effects on cells and the factors affecting cellular response are included in addition to acute and chronic effects. Other topics include: radiation detection and measurement, patient protection, personnel protection, absorbed dose equivalencies, agencies and regulations, an introduction to radiation biology.
Credits: 2
Course Notes: Acceptance into the RAD clinical program required.

**ALH 386 - INTRODUCTION TO CT & CROSS-SECTIONAL ANATOMY**
This course is designed to present a more in depth overview of CT Scanning and cross-sectional anatomy. Specific topics include the physics & instrumentation of CT scanning, image production, and cross-sectional anatomy of the head, neck, thorax, abdomen and pelvis. Emphasis will be placed on patient considerations, patient safety, and radiation protection.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

**ALH 387 - ARRT REVIEW**
This course is offered during the final two quarters of the radiography program and is designed to review materials presented throughout the curriculum. The intent of this course is to prepare students for the certification examination in radiography administered by the American Registry of Radiologic Technologists (ARRT). A hybrid of on-line activities, classroom discussions, with problem-solving / self-assessment activities will be utilized.
Credits: 3
Course Notes: Acceptance into the RAD clinical program required.

**ALH 388 - RADIOGRAPHIC CLINICAL III**
This course continues to provide a clinical setting in which students continue to develop proficient clinical skills. Students will continue rotating through modalities in order to gain knowledge of other aspects of medical imaging. Terminal competency evaluations will begin during this clinical course. Students will complete any remaining procedural and general patient care competencies.
Credits: 4
Course Notes: Acceptance into the RAD clinical program required.

**ALH 389 - FIXATION/GROSS PATHOLOGY**
Gross room operations will include specimen receiving, assessoring, common surgical procedures and terminology, specimen dissection plans of various types of tissues and basic grossing techniques and requirements. Intermediate and advanced knowledge in the theory of fixation. This includes anatomy fixation of tissues, types of fixation, action of major single and combination fixatives, special fixative, factors affecting the quality of fixation, fixation for selected individual tissue, incompatible stains and fixatives, useful formulas for fixatives and dehydration cross-linking fixatives.
Credits: 3
ALH 390 - MICROANATOMY
Study of microscopic structure of human tissues and organs. Material will emphasize the relationship between structure and function in tissues and organs.
Credits: 3
Course Notes: Must be admitted into the Histotechnology clinical placement

ALH 391 - IMMUNOFLUOR/ENZYME/IN SITU
Fundamentals and practice of immunofluorescences, enzyme histochemistry and in situ hybridization. Acquire basic knowledge on specimen preparation, development of reagents, various methods and visualization of final results.
Credits: 2
Course Notes: Must be admitted into the Histotechnology clinical placement

ALH 392 - CLINICAL ROTATIONS
Rotations through various areas in the surgical and anatomic pathology labs.
Credits: 3
Course Notes: Must be admitted into the Histotechnology clinical placement

ALH 395 - INDEPENDENT STUDY
Credits: 0
AMERICAN LANGUAGE & CULTURE (ALC)

ALC 090 - ACADEMIC SKILLS
Credits: 0

ALC 091 - ORAL SKILLS
Credits: 0

ALC 092 - INTRODUCTION TO CHICAGO
Credits: 0
ANTH 220 - FORENSIC ANTHROPOLOGY
Forensic anthropology is the application of bioanthropological principles and techniques to legal contexts, including criminal cases, natural disasters, and investigation of human rights abuses and political crimes. This course introduces students to the methods used to identify individuals from skeletal remains through virtual laboratory exercises and hands-on demonstrations. We will also explore the cultural, political, and sociological implications of forensic anthropology by examining the history of the discipline, the state of its current practice, and via case studies.
Credits: 3
Attributes: Social Science
Course Notes: Freshman standing
Prerequisites: ANTH 240 or SOC 241 is recommended.

ANTH 221 - MEDICAL ANTHROPOLOGY
This course examines ideas about health and disease in cultural context, including challenging the Western view that medicine is "culture free." Other topics include: differences among disease, illness, and sickness; the politics of food; the mind-body divide (or lack thereof); the influence of class, gender, race, and other sociocultural factors on health and disease, within cultures and throughout history; culture-specific creation of health and medical syncretism; population-specific health issues; and using social science knowledge to solve contemporary and emerging health problems.
Credits: 3
Attributes: Social Science

ANTH 222 - AMERICAN IMMIGRATION & HEALTH
Discourse on American immigration is dominated by economic cause and effect and the persistent myth of the US as a cultural melting pot. For many groups, however, the immigration experience results in insults to individual and group identity, often with profound consequences for physiological, mental, and social health. In this course, we will explore the history of health and US immigration through topics such as biological racialization and health status as a criterion for exclusion of immigrants; we will also explore contemporary immigration stories with a focus on health and the embodied experience. Topics will include the health consequences of dismantled family and kin networks, the culturally specific nature of mental health and its implications for immigrant participation in American society, the medicalization of cultural matters, immigration and the socioeconomic gradient, and the implications of culturally different explanatory models for delivery of healthcare and shaping healthcare policies.
Credits: 3
Attributes: Social Science

ANTH 240 - CROSS CULTURAL ANTHROPOLOGY
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Course Notes: Sophomore standing

ANTH 295 - INDEPENDENT STUDY
Topics should not be part of regular curriculum. Student should demonstrate significant interest in and preparation for topic selected.
Credits: 1-4
Attributes: Social Science

ANTH 311 - CULTURE & 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.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: ANTH 240 or SOC 241 or Passing the appropriate departmental placement test within the previous year
Course Notes: or 6SH in Soc Sci

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.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: ANTH 240 or SOC 241
Course Notes: or 6SH in social science

ANTH 320 - THE POWER OF FILM: CHALLENGING HOLLYWOOD FROM THE MARGINS
This course explores how cultural differences are represented in popular (Hollywood) movies, ethnographic documentaries, and video produced by communities at the margins of dominant societies. We consider the central role that film has played in constructing stereotypes of non-Western people and how these subjects have, in turn, embraced this medium as a means for self-empowerment. Tracing the trajectory of so-called "primitive peoples" from subjects, to collaborators, to authors and directors, we examine the implications for power, authority, and authenticity entailed in each type of film. Course materials focus on the Americas.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 6 sh in humanities or social science

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.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: ANTH 240 or SOC 241
Course Notes: or 6SH in social sciences

ANTH 370 - HUMAN GROWTH AND DEVELOPMENT
Credits: 3
Attributes: Social Science

ANTH 395 - INDEPENDENT STUDY
Credits: 1-3
Attributes: Social Science
ARABIC (ARAB)

ARAB 101 - ARABIC LANGUAGE AND CULTURE I
An introduction to spoken and written Modern Standard Arabic. Emphasis on communication skills and the cultural contexts of Modern Standard Arabic.
Credits: 3
Attributes: Humanities, Non-western Culture

ARAB 102 - ARABIC LANGUAGE AND CULTURE II
Continuing study of the basics of Arabic language and culture, with an emphasis on speaking, writing, and reading.
Credits: 3
Attributes: Humanities, Non-western Culture
Prerequisites: ARAB 101

ARAB 295 - INDEPENDENT STUDY IN ARABIC
Independent research.
Credits: 1
Attributes: Humanities
Course Notes: Consent of instructor and Department Chair.
ART (ART)

ART 101 - INTRODUCTION TO THE VISUAL ARTS
Form and content in painting, sculpture, architecture, and film.
Credits: 3
Attributes: Humanities

ART 201 - ANCIENT THROUGH MEDIEVAL ART
Chief works of architecture, sculpture, and painting in their historical contexts; principal stylistic developments and iconographical themes.
Credits: 3
Attributes: Humanities

ART 202 - RENAISSANCE THROUGH MODERN ART
Continuation of Art 201.
Credits: 3
Attributes: Humanities

ART 210 - DRAWING I
Double period.
Credits: 3
Attributes: Humanities
Prerequisites: ART 210

ART 211 - DRAWING II
Double period.
Credits: 3
Attributes: Humanities
Prerequisites: ART 210

ART 212 - FIGURE DRAWING
Double period.
Credits: 3
Attributes: Humanities

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.
Credits: 3
Attributes: Humanities
Prerequisites: JOUR 201 or COMM 201
Course Notes: or one ART course.

ART 215 - PAINTING I
Double period.
Credits: 3
Attributes: Humanities

ART 216 - PAINTING II
Double period.
Credits: 3
Attributes: Humanities
Prerequisites: ART 215

ART 226 - CERAMICS
Introduction to working with clay, hand-building vessels and sculptures, glazing and firing.
Credits: 3
Attributes: Humanities

ART 227 - MIXED MEDIA DRAWING
This course begins with a focus on traditional drawing techniques and materials and then expands into broader conceptions of drawing, including the creation of collage, digital imagery, among other two- and three-dimensional images. It will encourage students to experiment with found and other atypical material as a means of exploring the meaning and creation of mixed media drawing. This course begins with a focus on traditional drawing techniques and materials and then expands into broader conceptions of drawing, including the creation of collage, digital imagery, among other two- and three-dimensional images. It will encourage students to experiment with found and other atypical material as a means of exploring the meaning and creation of mixed media drawing.
Credits: 3
Attributes: Humanities

ART 250 - TOPICS IN ANCIENT AND MEDIEVAL ART
Credits: 3
Attributes: Humanities
Prerequisites: ART 201
Course Notes: Must have prereq or consent of instructor.

ART 251 - URBAN ARCHITECTURE
Credits: 3
Attributes: Humanities

ART 260 - TOPICS IN RENAISSANCE AND BAROQUE ART
Credits: 3
Attributes: Humanities
Prerequisites: ART 202
Course Notes: Must have prereq or consent of instructor.

ART 270 - TOPICS IN MODERN ART
Credits: 3
Attributes: Humanities
Prerequisites: ART 202

ART 301 - IPHONEOGRAPHY AND THE DEMOCRATIC CAMERA
Everyone is a photographer and cameraphones are everywhere. This course will explore the creative and ethical implications of using the iPhone as an artistic and journalistic tool. Students must have an iPhone 5 or newer to enroll in the course, and will be expected to download various photography apps for use in the class. We will use the iPhone to create, edit, and post photographic work online. Students will learn a new set of photographic standards, applications, and practices through individual and group shooting assignments, readings, examples of contemporary photographic work, and excursions to galleries and museums.
Credits: 3
Attributes: Humanities
Prerequisites: ART 202
Course Notes: Students must have their own iPhone 4S, for use in this class.

ART 305 - DOCUMENTARY VIDEO STORYTELLING
A beginning course in documentary storytelling, including planning the project, shooting video, editing and completion of the project.
Credits: 3
Attributes: Humanities

ART 310 - ADVANCED DRAWING I
Credits: 3
Attributes: Humanities
Prerequisites: ART 211
ART 311 - ADVANCED DRAWING II
Credits: 3
Attributes: Humanities
Prerequisites: ART 310

ART 312 - ADVANCED FIGURE DRAWING
Credits: 3
Attributes: Humanities
Prerequisites: ART 212

ART 313 - ADVANCED COMPUTER GRAPHICS
Credits: 3
Attributes: Humanities
Prerequisites: ART 213

ART 315 - ADVANCED PAINTING I
Credits: 3
Attributes: Humanities
Prerequisites: ART 216

ART 316 - ADVANCED PAINTING II
Credits: 3
Attributes: Humanities
Prerequisites: ART 315

ART 320 - ADVANCED SCULPTURE
Credits: 3
Attributes: Humanities
Prerequisites: ART 220

ART 321 - PHOTOBOK HISTORY & PRACTICE
History and practice of the photobook. Students will photograph a major subject over the course of the semester, edit the photographs, and layout and publish a photobook. Basic Photoshop, camera technique, and the history of the photobook will also be covered. Both film and digital cameras can be used for the course.
Credits: 3
Attributes: Humanities
Prerequisites: ART 220

ART 325 - PHOTOGRAPHY
Introduction to black and white film-based photography. Basic camera and darkroom techniques. Cameras provided by the department.
Students provide some supplies.
Credits: 3
Attributes: Humanities
Prerequisites: ART 226

ART 327 - ADVANCED MIXED MEDIA DRAWING
This course begins with a focus on traditional drawing techniques and materials and then expands into broader conceptions of drawing, including the creation of collage, digital imagery, among other two- and three-dimensional images. It will encourage students to experiment with found and other atypical material as a means of exploring the meaning and creation of mixed media drawing. This course begins with a focus on traditional drawing techniques and materials and then expands into broader conceptions of drawing, including the creation of collage, digital imagery, among other two- and three-dimensional images. It will encourage students to experiment with found and other atypical material as a means of exploring the meaning and creation of mixed media drawing.
Credits: 3
Attributes: Humanities
Prerequisites: ART 237

ART 328 - DOCUMENTARY PHOTO
An exploration of documentary photography consisting of camera usage, shooting assignments, slide lectures, and computer work using Photoshop. No previous photography experience required. Cameras will be provided for the semester. This course will introduce the computer as a powerful tool for the photographer. We will discuss the ethical, philosophical and practical considerations regarding digital imaging. We will be using flat-bed scanners, 35mm slide and negative scanners, and digital cameras for inputting images into the computer. Adobe Photoshop will be our primary imaging program.
Credits: 3
Attributes: Humanities

ART 329 - TEXTILE ARTS AND MATERIAL ARTS
On- and off-loom techniques employing various media.
Credits: 3
Attributes: Humanities

ART 330 - ADVANCED TEXTILE AND MATERIAL ARTS
Continuation of Art 329.
Credits: 3
Attributes: Humanities
Prerequisites: ART 329

ART 331 - WORLD TEXTILES
This course will investigate the historic roots of knitting and apply traditional techniques to 21st century design and fashion concepts. The focus will be on eco-sustainability and repurposing fabrics/garments.
Credits: 3
Attributes: Humanities, Women Gender Studies

ART 337 - SPECIAL TOPICS: ADVANCED COURSES IN ART HISTORY
Credits: 3
Attributes: Humanities
Prerequisites: ART 101 or ART 201 or ART 202

ART 340 - ADVANCED COURSES: ART AND ARCHITECTURE CHICAGO
Credits: 3
Attributes: Humanities

ART 343 - PRODUCING THE DOCUMENTARY PHOTOGRAPHY EXHIBITION
Conceptualizing, editing, and producing a documentary photography exhibition using student and/or professional work. Working together, students will generate ideas for an exhibition in the Gage Gallery, locate/produce work, and install the project in the gallery. The class will focus on the practice of curating a photography exhibition, which will include developing a theme and choosing work, writing statements/artist biographies, and promoting the exhibit to the community.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 102
Course Notes: Sophomore Standing.

ART 348 - PINHOLE TO CAMERAPHONE: PHOTOGRAPHY'S HISTORY AND PRACTICE
The history and practice of early, middle-period, and contemporary photography. Slide examples of the history of photography; hands-on work with pinhole cameras, large format cameras, digital cameras, and camera phones. Field trips to galleries and/or museums in the city to view examples of work presented in the class.
Credits: 3
Attributes: Humanities
ART 360 - ART AND ACTIVISM
This course is a collaborative course designed to partner with a community organization to create works of art that deal with issues of social concern. Students and members of the organization will join together to conceptualize and execute works of art that will have some impact on society. Lectures, discussion and field trips will be part of the course. No previous art experience is required.
Credits: 3
Attributes: Humanities
Course Notes: Sophomore standing

ART 374 - WOMEN AND ART
Images of women in art and the woman artist; the role of the artist defined in various historical periods; the social construction of gender and relevant theoretical approaches to the study of art history.
Credits: 3
Attributes: Humanities, Women Gender Studies
Course Notes: 1-course in ART or 1-course in WGS. Senior standing.

ART 390 - INTERNSHIP
In-service training with an arts organization, design or graphics company, or gallery. Student gains knowledge and skills in area of special interest. Offered in conjunction with faculty advisor by consent only.
Credits: 1-6
Attributes: Humanities, Transformational Service Learning
Course Notes: Consent

ART 395 - INDEPENDENT STUDY FINE ARTS OR ART HISTORY
Advanced work in any area of fine arts or art history; opportunity to do independent creative work. Students and professor define work to be done during semester.
Credits: 1-6
Attributes: Humanities
Course Notes: Consent
ART INSTITUTE OF CHICAGO (ARTS)

ARTS 395 - SCHOOL OF THE ART INSTITUTE COURSE: INDEPENDENT STUDY
Credits: 1-3
Course Notes: Consent of Instructor.

ARTS 396 - INDEPENDENT STUDY
Credits: 3
Course Notes: Consent of Instructor.
ASTRONOMY (ASTR)

ASTR 100 - INTRODUCTION TO ASTRONOMY
An introduction to the study of the night sky for amateur pursuit or as preparation for further study in astrophysics. Topics to be covered include scale and origins of the universe, motions of the heavens, the solar system, the life of stars, galaxies and large scale structure of the universe.
Credits: 3
Attributes: Natural Science
Prerequisites: MATH 096
Course Notes: MATH 096 or higher math placement
**BIOCHEMISTRY (BCHM)**

**BCHM 320 - PHYSICAL CHEMISTRY FOR BIOSCIENCE**
Survey of the principles of physical chemistry that govern molecular structure and chemical reactivity in biochemical systems. Topics include thermodynamics, kinetics, quantum mechanics, computational chemistry and spectroscopic techniques and their application for the study of structure and functioning of biomolecules.
Credits: 3
Prerequisites: CHEM 212
Course Notes: BIOL 301 recommended.

**BCHM 344 - BIOINORGANIC CHEMISTRY**
Survey of biological molecules that involve metal ions and/or metal-containing cofactors; the interaction and biological significance of metal ions including medicinal applications.
Credits: 3
Prerequisites: CHEM 212
Course Notes: BIOL 301 recommended.

**BCHM 354 - EXPERIMENTAL METHODS IN BIOCHEMISTRY & BIOTECHNOLOGY**
Biochemical techniques including enzyme and lipid assays, isolation, and analysis of macromolecules.
Credits: 2
Attributes: Lab Course
Prerequisites: BCHM 355
Course Notes: Also for BIOL major credit.

**BCHM 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.
Credits: 3
Prerequisites: CHEM 212 or BIOL 301
Course Notes: Also for BIOL major credit.

**BCHM 357 - ADVANCED BIOCHEMISTRY**
This course covers advanced topics in the chemistry of life and is designed to build upon the fundamental understanding of biochemical topics as presented in introductory biochemistry. The course will focus on protein structure-function relationships and metabolic pathways in human and non-human organisms. Modern biochemical problems and new developments in biochemical techniques will also be explored through primary literature readings and student presentations.
Credits: 3
Prerequisites: BCHM 355
Course Notes: Also for BIOL major credit.

**BCHM 364 - PROTEIN STRUCTURE DETERMINATION**
Computer methods for converting electron microscopy of purified proteins into 3D protein structures.
Credits: 3
Prerequisites: BIOL 301 or BCHM 355

**BCHM 392 - RESEARCH IN BIOCHEMISTRY**
Independent science laboratory research experience under the guidance of a faculty researcher; 1 to 4 semester hours total may be applied toward the BS degree. Students may register in consecutive semesters.
Credits: 1-4
Attributes: Lab Course
Course Notes: Consent of instructor.

**BCHM 393 - BIOCHEMISTRY SEMINAR**
This course primarily involves searching, reading, and critiquing primary literature on biochemical topics, learning how to give a technical seminar, and presenting a seminar to technical audience. Weekly assignments will consist of reading, discussing, and writing short reviews of recent biochemical research published in the literature. You will learn how to give a technical presentation by attending and critiquing seminars presented by speakers within and outside of the Roosevelt community, and by preparing and giving a presentation on a literature topic of your choice.
Credits: 1
Prerequisites: BIOL 301 or BCHM 355
Course Notes: Consent of instructor

**BCHM 395 - INDEPENDENT STUDY**
Independent library research culminating in a formal review paper on a topic approved by the instructor.
Credits: 1-2
Course Notes: Consent of instructor. Students must arrange for a library independent study, with an instructor prior to registration; may register for only 1 SH per semester up to two semesters.
BIOLOGY (BIOL)

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 non-majors, 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.
Credits: 1,3
Attributes: Lab Course, Natural Science
Course Notes: BIOL major no credit

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.
Credits: 1,3
Attributes: Lab Course, Natural Science
Course Notes: BIOL major no credit

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 natural science. Non laboratory course.
Credits: 3
Attributes: Natural Science
Prerequisites: (MATH 095 or MATH 096) and ENG 099
Course Notes: or higher., No credit for science majors.

BIOL 121 - ANATOMY
In depth study of the structure of skeletal, muscular, integumentary, nervous, digestive, circulatory, lymphatic, immune, respiratory, excretory and reproductive Systems. Appropriate for biology majors, pre-health professional students. Lecture, laboratory, and discussion.
Credits: 1,3
Attributes: Lab Course, Natural Science
Prerequisites: MATH 096 and ENG 101
Course Notes: Prerequisites: MATH 095 or 096 or 099 with a min grade, of C+ or higher, or MATH 101 or MATH 105 with a min. grade of C-.

BIOL 122 - HUMAN PHYSIOLOGY
In depth study of the function and regulation of organs and organ systems, including neuromuscular physiology, homeostasis, and hormonal regulation. Lecture, laboratory, and discussion.
Credits: 1,3
Attributes: Lab Course, Natural Science
Prerequisites: MATH 096 and ENG 101
Course Notes: Credits can be applied to biology major.

BIOL 123 - ANATOMY & PHYSIOLOGY I
Anatomy & Physiology I covers the integumentary, skeletal, muscular and nervous systems, including the link between the structure and function of various organ systems. The primary underlying principle discussed is homeostasis, and for each system various pathological conditions and their causes will also be discussed. Material taught in lecture will be reinforced in laboratory using student designed experiments, demonstrations, and a detailed study of models and preserved specimens.
Credits: 1,3
Attributes: Lab Course, Natural Science
Prerequisites: MATH 096
Course Notes: Must take BIOL 123 lecture and lab concurrently

BIOL 124 - ANATOMY & PHYSIOLOGY II
Anatomy & Physiology II covers the endocrine, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems, including the link between the structure and function of the various organ systems. The primary underlying principle discussed is homeostasis, and for each system various pathological conditions and their causes will also be discussed. Material taught in lecture will be reinforced in laboratory using student designed experiments, demonstrations, and a detailed study of models and preserved specimens.
Credits: 1,3
Attributes: Lab Course
Prerequisites: MATH 096 and BIOL 123
Course Notes: Must take BIOL 124 lecture and lab concurrently.

BIOL 151 - INTRODUCTION TO BASIC SCIENTIFIC INQUIRY
This course introduces students to current concepts and basic techniques in modern biology. Students will also be introduced to the scientific literature, writing short science reports, critical thinking, and the opportunity to work with at least five biology faculty in laboratory or field environments.
Credits: 1
Attributes: Natural Science
Course Notes: Science Summer Bridge Program -, must have advisor approval to register.

BIOL 201 - ORGANISMIC BIOLOGY
Biological principles relating to organism level of complexity. Tissues, organs, and organ systems in structure and function; development; physiology; and introductory genetics. Lecture, laboratory, and discussion.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: MATH 121

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.
Credits: 1-3
Attributes: Lab Course, Natural Science
Prerequisites: MATH 121 and CHEM 201
BIOL 221 - KINESIOLOGY
Kinesiology is the study of human movement with a focus on the mechanisms of movement and how the human body responds to movement and exercise. This course will provide an overview of the three major components of kinesiology: Exercise Physiology, Biomechanics, and Motor Control and Development. Topics include an introduction to exercise-induced stress effects on the body and organ systems, musculoskeletal biomechanics, regulation and control of muscles by the nervous system and how these systems develop from birth to adulthood.
Credits: 3
Attributes: Natural Science
Prerequisites: (BIOL 121 and BIOL 122) or BIOL 201

BIOL 242 - ANIMAL BEHAVIOR
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 201 or BIOL 202
Course Notes: Students with BIOL 111 or PSYC 103 may take, the course with instructor's consent.

BIOL 250 - THE EVOLUTION OF CULTURE
Effects of biological evolution on culture and cultural evolution on human societies. Use of human behavioral ecology, memetics and dual inheritance theory to understand the processes by which cultures come about and implications for modern societies. Students will work in groups to apply theories learned in this class to addressing societal problems.
Credits: 3
Attributes: Grounds for Change, Natural Science
Prerequisites: ENG 102 and MATH 110
Course Notes: Course can be used toward non-major/non-lab, general ed science, but not for major credit.

BIOL 301 - CELLULAR & 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.
Credits: 2,3
Attributes: Lab Course, Natural Science, Transformational Service Learning
Prerequisites: CHEM 211

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.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 202
Course Notes: consent.

BIOL 310 - FUNDAMENTALS OF BEHAVIOR NEUROSCIENCE
Complex behaviors are possible because of the brain. Our goal is to understand this complex organ. Fundamentals of neural communication, organization, and basic neuroanatomy will be covered. Sensory systems will be introduced as models of neural organization.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 111 or BIOL 201
Course Notes: Credit only for Behavioral Neuroscience or Biopsychology I

BIOL 314 - QUANTITATIVE ECOLOGY AND CONSERVATION
Designing ecological experiments to answer critical questions about climate change, urbanization, ecosystem processes and conservation. This course will be skill-based with a focus around experimental designs, experimental manipulation, emphasizing statistical analyses, intensive field and laboratory exercises, and scientific report writing. Lectures and discussions will review current information on climate change and ecosystem processes in the context of current paradigms of global conservation. Lecture and Laboratory.
Credits: 1-5
Attributes: Lab Course, Natural Science
Prerequisites: MATH 217 and BIOL 202

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.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 202 and MATH 217

BIOL 316 - INTEGRATIVE ECOLOGY THINK TANK
This intensive course is for upper level undergraduates who have a keen interest in developing sound skills in ecologically related research. Students identify a research question and hypotheses, develop proposals, implement their project, analyze data, develop oral presentation skills and write a paper for potential publication. Students will work with the professor as well as have opportunities to receive feedback on their work from key scientific professionals at premier local research institutions in Chicago.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 202 and (BIOL 314 or BIOL 315)
Course Notes: Required interview with instructor. Some off campus, activities required.

BIOL 322 - BOTANY
Study of the major plant groups, their classification and taxonomy, the anatomy used to identify species. Ethno-botanical importance (e.g. medicinal uses), anatomy, morphology and ecology of plant species will be emphasized. Ecological and economic importance of weedy and invasive species in an ecosystem context will be discussed. Principles of classifying seed plants by families will be introduced in the field and in the herbarium at The Field Museum.
Credits: 4
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 201 or BIOL 202

BIOL 323 - TROPICAL MARINE BIOLOGY
Exploration of tropical habitats, both marine and terrestrial, in terms of basic biology and ecology and current threats due to development. Emphasis is on coral reefs, including snorkeling of the second largest barrier reef in the world off Ambergris Caye in Belize, with opportunities to observe diverse wildlife in the field. Terrestrial field trips include beaches, mangrove swamps, and tropical deciduous forests. Visits to Mayan ruins and the Belize Zoo on the mainland emphasize local cultural ties to the environment.
Credits: 4
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 324
Course Notes: One prior college science course required or consent of, instructor.
**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.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 201 or BIOL 202 or BIOL 112
Course Notes: BIOL 323, Tropical Biology, can be taken as a lab for this course. One prior college science course with a min grade, of C required.

**BIOL 327 - PHYSICS OF THE HUMAN BODY I**
Physical aspects of the structure and function of the human body, including the physics of heat loss, forces, pressure, and fluid dynamics, as applied to various body systems, with a focus on muscles, lungs, and the cardiovascular system.
Credits: 3
Attributes: Natural Science
Prerequisites: (PHYS 201) and (BIOL 201) or (BIOL 123 and BIOL 124)
Course Notes: Cross-listed with PHYS 327

**BIOL 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 area's 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.
Credits: 3
Prerequisites: (BIOL 112 or BIOL 201) and (CHEM 100 or CHEM 101)
Course Notes: Graduate students must be accepted into the environmental, management program.

**BIOL 332 - ECOLOGY OF 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.
Credits: 4
Attributes: Natural Science
Prerequisites: BIOL 112 or BIOL 202
Course Notes: Includes offsite field trips.

**BIOL 337 - NUTRITION IN AMERICA**
This course will look at our understanding of nutrition and its effect on the body through the lens of the dual epidemics of obesity and food insecurity in America. Students will learn about epigenetics, microbiome and physiological effects of diet through primary and secondary literature and group projects. Students will also learn about the challenges involved in combating food insecurity and improving the American diet through a service-learning component.
Credits: 3
Attributes: Natural Science, Transformational Service Learning
Prerequisites: (BIOL 301) and (BIOL 122 or BIOL 201)

**BIOL 339 - EVOLUTIONARY PHYSIOLOGY**
Learning to approach animal physiology from an evolutionary perspective. This course covers mechanisms by which animals perform life-sustaining functions, the evolution and adaptive significance of physiological traits, the diversity of physiological mechanisms, and how physiology and the environment interact. Laboratory involves dissection and study of physiological traits in a variety of different animals as well as experiments on the adaptive significance of traits.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 201 or (BIOL 123 and BIOL 124)
Course Notes: Must register for same lect-lab section of BIOL 339.

**BIOL 340 - APPLICATIONS IN ENVIRONMENTAL SCIENCE**
Capstone course for the Environmental Science minor, this course explores various applications of environmental science related to biological systems, environmental chemistry and physical processes, including environmental toxicology, sampling methods, indicator species, and standard laboratory practices, protocols, and quality assurance.
Credits: 2,3
Attributes: Natural Science
Prerequisites: PHSC 103 or PHSC 250 or CHEM 201

**BIOL 344 - MAMMALOGY**
This course will typically be held at the Field Museum of Natural History (Roosevelt Road and Lake Shore Drive) in order to take advantage of one of the world's premier natural history museums and mammal collections. The course will review the origins and evolutionary relationships of the Mammalia, as well as the Orders of Mammals and the characters that define them. Other topics discussed include reproductive strategies, social behavior, locomotion, feeding, communication, patterns in their geographic distribution. Each 2 ½ hour class session will include both lecture and a mini lab using the museum's exhibits or specimen collections. Basic working knowledge of taxonomy, phylogeny, comparative anatomy and evolutionary concepts is required.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 201 and BIOL 202
Course Notes: Some sessions will be held at the Field Museum of Natural History

**BIOL 349 - INTRODUCTION TO BIONANOTECH**
A brief introduction to material science and chemistry used for synthesis and construction of bionanomaterials and an overview of the bionanomaterials used in biomedical science. Emphasis will be placed on possible directions for expansion of this field, need for development of new tools and approaches for nanomaterials evaluation, and the potential benefits of bionanomaterials in cancer research. Students will gain basic knowledge needed to absorb and evaluate information about bionanotechnology and its emerging role in biomedical sciences.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301
BIOL 350 - CANCER BIOLOGY
This course provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Biology of Cancer is designed to illustrate basic aspects of cancer development, and to discuss how molecular genetic approaches can be used to reveal fundamental processes of carcinogenesis. Lectures and demonstrations explain the role of growth factors, oncogenes, tumor suppressor genes, angiogenesis, and signal transduction mechanisms in tumor formation. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management is part of the course.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301
Course Notes: or Instr. consent.

BIOL 351 - GENERAL GENETICS
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.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 201 and BIOL 202 and BIOL 301
Course Notes: or instr. consent Must register for same lect-lab, sect. of BIOL 351

BIOL 352 - MOLECULAR BIOLOGY
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.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 301
Course Notes: or Instr. consent

BIOL 353 - MOLECULAR BIOLOGY
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.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 301
Course Notes: or Instr. consent

BIOL 354 - DEVELOPMENTAL BIOLOGY
Basic principles and processes of embryology and development; selected invertebrates, vertebrates, and plants.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301

BIOL 355 - CELL BIOLOGY
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.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 301
Course Notes: or Instr.consent.

BIOL 356 - DEVELOPMENTAL BIOLOGY
Basic principles and processes of embryology and development; selected invertebrates, vertebrates, and plants.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301

BIOL 357 - BIOLOGY OF MICROORGANISMS
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.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 301

BIOL 358 - CELL BIOLOGY
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.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 301

BIOL 359 - MOLECULAR BIOLOGY
The advent of high throughput techniques in biology and chemistry requires a data mining approach to discover new knowledge from these large data sets. Data mining techniques allow an investigator to understand the collection of data and then to classify and/or make predictions form the data. It is a combination of statistical, informatic and other analytical techniques. This course is designed to be an introduction to data mining techniques for biologists. Examples will be drawn from genomic, proteomic and epidemiologic data sets.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301 and CHEM 212

BIOL 360 - DATA MINING IN LIFE SCIENCES
The advent of high throughput techniques in biology and chemistry requires a data mining approach to discover new knowledge from these large data sets. Data mining techniques allow an investigator to understand the collection of data and then to classify and/or make predictions form the data. It is a combination of statistical, informatic and other analytical techniques. This course is designed to be an introduction to data mining techniques for biologists. Examples will be drawn from genomic, proteomic and epidemiologic data sets.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301 and CHEM 212

BIOL 361 - INFORMATION TECHNOLOGY FOR SCIENCES
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.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301

BIOL 362 - PROTEIN STRUCTURE DETERMINATION
Computer methods for converting electron microscopy of purified proteins into 3D protein structures.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301 and MATH 217

BIOL 363 - DATA MINING IN LIFE SCIENCES
The advent of high throughput techniques in biology and chemistry requires a data mining approach to discover new knowledge from these large data sets. Data mining techniques allow an investigator to understand the collection of data and then to classify and/or make predictions form the data. It is a combination of statistical, informatic and other analytical techniques. This course is designed to be an introduction to data mining techniques for biologists. Examples will be drawn from genomic, proteomic and epidemiologic data sets.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301 and CHEM 212

BIOL 364 - AQUATIC TOXICOLOGY
This course will explore the world of anthropogenic toxicants: harmful elements or compounds whose level in the environment is increased by human activities. The course will take a look at toxicants as they are released by human activities, enter and move through the aquatic system, chemically react with natural measures of water quality, interact and are taken up by living organisms and ultimately cause some kind of harmful effect at the cellular, individual, population and community levels. Students will be expected to research and present information on major topics in aquatic toxicology to the class, expanding the class base of knowledge and contributing to a “living textbook” of toxicological information.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301 or BCHM 355

BIOL 365 - CANCER BIOLOGY
This course provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Biology of Cancer is designed to illustrate basic aspects of cancer development, and to discuss how molecular genetic approaches can be used to reveal fundamental processes of carcinogenesis. Lectures and demonstrations explain the role of growth factors, oncogenes, tumor suppressor genes, angiogenesis, and signal transduction mechanisms in tumor formation. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management is part of the course.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301
Course Notes: or Instr. consent.

BIOL 366 - INFORMATION TECHNOLOGY FOR SCIENCES
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.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301

BIOL 367 - CANCER BIOLOGY
This course provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Biology of Cancer is designed to illustrate basic aspects of cancer development, and to discuss how molecular genetic approaches can be used to reveal fundamental processes of carcinogenesis. Lectures and demonstrations explain the role of growth factors, oncogenes, tumor suppressor genes, angiogenesis, and signal transduction mechanisms in tumor formation. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management is part of the course.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301
Course Notes: or Instr. consent.

BIOL 368 - CANCER BIOLOGY
This course provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Biology of Cancer is designed to illustrate basic aspects of cancer development, and to discuss how molecular genetic approaches can be used to reveal fundamental processes of carcinogenesis. Lectures and demonstrations explain the role of growth factors, oncogenes, tumor suppressor genes, angiogenesis, and signal transduction mechanisms in tumor formation. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management is part of the course.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301
Course Notes: or Instr. consent.

BIOL 369 - CANCER BIOLOGY
This course provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Biology of Cancer is designed to illustrate basic aspects of cancer development, and to discuss how molecular genetic approaches can be used to reveal fundamental processes of carcinogenesis. Lectures and demonstrations explain the role of growth factors, oncogenes, tumor suppressor genes, angiogenesis, and signal transduction mechanisms in tumor formation. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management is part of the course.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301
Course Notes: or Instr. consent.
BIOL 367 - IMMUNOLOGY
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.
Credits: 2,3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 301

BIOL 368 - RESEARCH METHODS
This course will cover the theory and practical application of various techniques used to analyze biological data and draw conclusions from hands-on practice with equipment used in modern life science laboratories. Topics covered include pre-experiment planning, preparative methods, analytical methods, statistical evaluation of data and communication of results.
Credits: 3
Attributes: Lab Course
Prerequisites: BIOL 301
Course Notes: For international students only; requires approval of the chair

BIOL 369 - CONSERVATION BIOLOGY: AFRICA
Conservation Biology—Tropical Africa is a 10 day, field-based course that will largely be carried out in the Amani Nature Reserve, Tanzania, where Dr. Norbert Cordeiro (Roosevelt University) and Dr. Henry Ndangalasi (University of Dar es Salaam, Tanzania) have been working since 1998. Field work will include (i) conducting applied ecological studies relevant to conservation in the area, (ii) discussing and problem-solving issues of poverty and conservation affecting human access to resources, (iii) meeting with Tanzanian stakeholders to gain an appreciation of the complexities of the solutions required to conserve one of the world's most important forests. Students will also spend 2 days in a savannah habitat at one of Tanzania's premier national parks. This course will involve designing ecological experiments, experimental manipulation, statistical analyses, intensive field and laboratory exercises, and scientific report writing.
Credits: 3
Attributes: Lab Course, Natural Science
Prerequisites: BIOL 202

BIOL 371 - THE BIOLOGY OF AGING
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.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 111 or BIOL 201
Course Notes: and inst. approval. Must have a min of 3 hours of a 100, level BIOL course with a min grade of C-

BIOL 380 - NATURAL HISTORY MUSEUM STUDIES
Introduction to museum studies; in-depth study of biodiversity with opportunities to work with scientists in selected areas of genetics, botany and zoology.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 201

BIOL 381 - BIOLOGY OF BIRDS: ORNITHOLOGY
This is a hands-on course in the study of birds, from basic biology, to evolution, taxonomy, anatomy, ecology and behavior. There will be labs at the Field Museum using real specimens, and the exploratory field work component will include bird identification skills and bird ecology and behavior. Using a combination of lectures and invited speakers, students will build a firm and solid foundation on bird behavior, ecology and evolution, which will include a plethora of field techniques and laboratory skills.
Credits: 4
Attributes: Natural Science
Prerequisites: BIOL 202
Course Notes: Mandatory pre-session TBA; field work included.

BIOL 383 - SPECIAL TOPICS IN BIOLOGY
Discussion and critical review of contemporary issues in biology and biomedical sciences based on student and instructor interests. Discussions are intended to foster thought and exploration of solutions to problems in health care, biological research, and approaches to combat health disparities.
Credits: 3
Attributes: Natural Science
Prerequisites: BIOL 301

BIOL 387 - RESEARCH IN BIOLOGY
Independent science laboratory research experience under the guidance of a faculty researcher; 1 to 4 semester hours total may be applied toward the BS degree. Students may register in consecutive semesters.
Credits: 1-4
Attributes: Natural Science
Course Notes: Consent of instructor. $100 per semester hour. Students must arrange for independent laboratory, research experience with a science faculty, member prior to registration.

BIOL 388 - MENTORING BIOLOGY
Field-based course that includes study of birds in sub-Saharan Africa, with emphasis on student mentorship. This course will involve designing ecological experiments, experimental manipulation, statistical analyses, intensive field and laboratory exercises, and scientific report writing.

BIOL 389 - FIELD BIOLOGY AND ENVIRONMENTAL SCIENCE
Field-based course that includes study of birds in sub-Saharan Africa, with emphasis on student mentorship. This course will involve designing ecological experiments, experimental manipulation, statistical analyses, intensive field and laboratory exercises, and scientific report writing.

BIOL 390 - PROBLEMS IN BIOLOGY
Application of theory of evolution to the explanation of behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution. Examination of current research and theory in behavioral development in non-human animals. Topics include instinct theory, role of experience in development, and the relation between development and evolution of behavior.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 12SH in BIOL Instr. consent

BIOL 391 - MEDICAL INTERNSHIP
Off-campus experience at an area medical facility. Rotation through at least five medical specialties at a hospital or an approved medical or biomedical research or clinical facility. At least 12 contact hours.
Credits: 3-6
Attributes: Transformational Service Learning
Course Notes: Approval of pre-professional advisor.

BIOL 392 - RESEARCH IN BIOLOGY
Independent science laboratory research experience under the guidance of a faculty researcher; 1 to 4 semester hours total may be applied toward the BS degree. Students may register in consecutive semesters.
Credits: 1-4
Attributes: Natural Science
Course Notes: Consent of instructor. $100 per semester hour. Students must arrange for independent laboratory, research experience with a science faculty, member prior to registration.

BIOL 393 - VETERINARY INTERNSHIP
Off-campus experience with a veterinarian or veterinary clinic.
Credits: 1-3
Attributes: Natural Science
Course Notes: Approval of pre-professional advisor.
BIOL 395 - INDEPENDENT STUDY
Independent library research culminating in a formal review paper on a topic approved by the instructor.
Credits: 1-4
Attributes: Natural Science
Course Notes: Consent of instructor., Students must arrange for a library independent study, with an instructor prior to registration; may register for only 1 SH per semester, up to two semesters.

BIOL 396 - BIOLOGY INTERNSHIP
Internship off-campus related to the biological sciences. A maximum of 3 SH can be taken.
Credits: 1-4
Attributes: Natural Science
Course Notes: Approval of science advisor.
BUSINESS ADMINISTRATION (BADM)

BADM 100 - DISCOVERING ENTREPRENEURSHIP
Have you considered self-employment as a future career option? Or join an existing family business? Or perhaps launch a non-profit organization to assist others? "Discovering Entrepreneurship" uses an online simulation to cover the required steps to devise, trial and grow an e-commerce enterprise/store. You will partner with classmates to compete for profits. Practical lessons will be learned that can be used within a corporation or with a startup venture.
Credits: 3
Course Notes: Open to all undergraduate students., There is no textbook for this class, but course materials will cost about $100., Instructor will discuss these, materials in the first class session

BADM 101 - INTRODUCTION TO BUSINESS
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.
Credits: 3

BADM 102 - CONTEMPORARY ISSUES IN BUSINESS
Survey course designed to provide students with general knowledge of concepts theories and terminology of business in context of recent events. Open to all undergraduate students.
Credits: 3
Course Notes: Open to all undergraduate students.

BADM 104 - SOCIAL MEDIA AND BUSINESS
The proliferation of social media – social networking websites, blogging and micro-blogging, and other forms of online interaction and content generation – has introduced a powerful tool for people to communicate and share information in the business world. This course provides students with an introduction to this new world by acquainting them with the principles, theory, technology, and uses of social media in business.
Credits: 3
Course Notes: Open to all undergraduate students.

BADM 304 - BUSINESS AND SOCIETY
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 RU Online.
Credits: 3
Prerequisites: BLAW 201 or ACCT 201

BADM 398 - PROFESSIONAL BUSINESS ADMINISTRATION INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 6 credit hours can be applied to undergraduate business program.
Credits: 1-6
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by major, consent is required, by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu
BUSINESS COMMUNICATIONS (BCOM)

BCOM 301 - BUSINESS COMMUNICATIONS
Focuses on building strategic capability and specific skill sets necessary for effective written and oral business communication in the age of domestic diversity and globalism. The communication process, Internet-based and traditional research techniques, presentation strategies, nonverbal and intercultural communications, the impact of new technologies and ethical considerations in communication are addressed.
Credits: 3
Attributes: Legal Studies
Prerequisites: ENG 102
BLAW 201 - BUSINESS LAW I
Formerly ACCT 201. 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.
Credits: 3
CHEMISTRY (CHEM)

CHEM 100 - FOUNDATIONS OF CHEMISTRY
This course covers some fundamentals of chemistry: properties of matter, units and unit conversations, chemical bonding, stoichiometry, thermochemistry. The focus will be on concepts, skills, and abilities needed for success in subsequent chemistry courses. This course is appropriate for non-scientists and science majors with little or no chemistry background, or who need additionally assistance with math concepts. It meets the university general education requirement for natural science. Not for major credit in the sciences.
Credits: 3
Attributes: Natural Science
Prerequisites: MATH 095 or MATH 096
Course Notes: Not for major credit in Chemistry or Biology.

CHEM 201 - GENERAL CHEMISTRY I
Stoichiometry, atomic structure, chemical periodicity, chemical bonding, properties of matter, and thermochemistry. Laboratory required.
Credits: 1-3
Attributes: Lab Course, Natural Science
Prerequisites: MATH 121

CHEM 202 - GENERAL CHEMISTRY II
Solutions, chemical kinetics, chemical equilibrium, acid-base theory, solubility products, complexation, and electrochemistry. Laboratory required.
Credits: 3
Attributes: Lab Course, Natural Science
Prerequisites: CHEM 201 and MATH 121

CHEM 211 - ORGANIC CHEMISTRY I
This represents the first part of a two-semester sequence. Laboratory experiments represent an integral part of this course. Students will learn basic concepts of organic chemistry: nomenclature, structures (including stereochemistry) and reactions of alkenes, alkynes, alkyl halides (electrophilic addition, nucleophilic substitution and elimination, etc) and alcohols. Students will understand electron delocalization, organic acid and bases, and be able to perform basic laboratory procedures: synthesis, purification, and identification of organic compounds.
Credits: 3
Attributes: Lab Course, Natural Science
Prerequisites: CHEM 201 and CHEM 202
Course Notes: Must register for CHEM 211 lab section.

CHEM 212 - ORGANIC CHEMISTRY II
This represents the second part of two-semester sequence. Laboratory experiments represent an integral part of this course. Students will extend their knowledge of basic concepts of organic chemistry, including the structure, reaction mechanisms, and synthetic uses of a variety of organic molecules, including alcohols, amines, and carbonyl, aromatic, and organometallic compounds. The laboratory includes the synthesis, purification, and identification of organic compounds as well as instrumental methods in organic chemistry.
Credits: 3
Attributes: Lab Course, Natural Science
Prerequisites: CHEM 211 and CHEM 202 and CHEM 201

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.
Credits: 2-5
Attributes: Natural Science
Prerequisites: CHEM 202

CHEM 313 - ADVANCED ORGANIC CHEMISTRY LAB
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.
Credits: 2-5
Attributes: Lab Course, Natural Science
Prerequisites: CHEM 212 and CHEM 202

CHEM 318 - SYNTHETIC ORGANIC CHEMISTRY
Advanced methods in the synthesis of organic compounds, especially those of biological or pharmaceutical interest. Topics include stereo- and regiospecific reagents for organic transformations, including enzyme mediated synthesis, polypeptide and polynucleotide synthesis, and natural product synthesis.
Credits: 3
Attributes: Natural Science
Prerequisites: CHEM 202 and CHEM 212

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 alkyls, aryls, hydrides, carbonyl, alkenes, and arenes. The application of organometallic compound in organic synthesis and homogeneous catalysis.
Credits: 3
Attributes: Natural Science
Prerequisites: CHEM 202 and CHEM 212

CHEM 321 - PHYSICAL CHEMISTRY: THERMODYNAMICS
First, second, and third law of thermodynamics, chemical equilibrium, phase equilibrium and kinetic theory of gases.
Credits: 2,3
Attributes: Natural Science
Prerequisites: CHEM 202 and CHEM 212 and MATH 232 and PHYS 202 and PHYS 234

CHEM 322 - PHYSICAL CHEMISTRY: QUANTUM MECHANICS
Fundamentals of quantum mechanics, angular momentum, electronic structure of atoms and molecules, and introduction to spectroscopy.
Credits: 2,3
Attributes: Natural Science
Prerequisites: PHYS 234 and MATH 232 and CHEM 202 and CHEM 212 and PHYS 202
CHEM 323 - ATOMIC AND MOLECULAR SPECTROSCOPY
Introduction to quantum theory followed by atomic spectroscopy, molecular rotational, vibrational and electronic spectroscopy, and group theory.
Credits: 2,3
Attributes: Natural Science
Prerequisites: CHEM 202 and CHEM 212 and (PHYS 231 or (PHYS 201 and PHY 233)) and (PHYS 232 or (PHYS 202 and PHY 234))

CHEM 337 - INSTRUMENTAL ANALYSIS
Basic theories and experimental techniques of instrumental methods of analysis including ultraviolet-visible and fluorescence spectroscopy, atomic absorption, gas and liquid chromatography, and mass spectrometry. Laboratory includes experiments involves all of these instrumental techniques to analyze a variety of samples.
Credits: 2-4
Attributes: Lab Course, Natural Science
Prerequisites: CHEM 202 and CHEM 212 and CHEM 237

CHEM 341 - INORGANIC CHEMISTRY
Survey of theoretical and synthetic inorganic chemistry. Atomic theory, bonding theory, crystal structure, chemical periodicity, coordination compounds, acid-base systems, and molecular symmetry.
Credits: 3
Attributes: Lab Course, Natural Science
Prerequisites: CHEM 202 and CHEM 212

CHEM 344 - BIOINORGANIC CHEMISTRY
Study of biochemicals containing inorganic ligands or other components, their interactions and biological significance.
Credits: 3
Attributes: Natural Science
Prerequisites: CHEM 212
Course Notes: BIOL 301 recommended.

CHEM 347 - ADVANCED INORGANIC CHEMISTRY LAB
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.
Credits: 2-3
Attributes: Lab Course, Natural Science
Prerequisites: CHEM 202 and CHEM 212

CHEM 352 - MEDICINAL CHEMISTRY
Chemistry and pharmacology of the principal classes of drugs; history of the development of medicinal chemistry; mechanisms of drug action; relationships between molecular structure and biological activity; the literature of medicinal chemistry; evaluation of potential drugs; perspective on the design of new drugs.
Credits: 3
Attributes: Natural Science
Prerequisites: CHEM 212

CHEM 381 - POLYMER CHEMISTRY
Synthesis, physical and analytical characterization, and use of polymers, including fibers, plastics, coatings, and resins. Morphology and rheology of polymers.
Credits: 3
Attributes: Natural Science
Prerequisites: CHEM 202 or CHEM 212
CHINESE (CHIN)

CHIN 102 - BEGINNING CHINESE CONTINUED
Continued study of basic language skills of listening, speaking, reading, and writing. For beginners with one semester of experience.
Credits: 3
Prerequisites: CHIN 101
Course Notes: or equivalent

CHIN 250 - CHINESE LANGUAGE, CULTURE, & SOCIETY
Students will learn basic conversational Chinese, will read texts about Chinese history and culture, and will have a two-week immersion study-abroad experience in China.
Credits: 3
Prerequisites: ENG 102
COMMERCE AND ENTERPRISE (CMRC)

CMRC 210 - GLOBAL ECONOMICS
The course begins with a review of essential concepts in economics, focusing on the international trade, global integration, and the cross-cultural nature of contemporary economic phenomena. Emphasis is on macroeconomics, rather than microeconomics. Topics include: the theoretical basis for trade among countries; institutional structures in which trade takes place; major problems and criticisms of international economic integration; trade restrictions; trade deficits; and exchange rate management. In addition, political and social consequences of international trade will be discussed.
Credits: 3

CMRC 220 - STATISTICS, COMMERCE, & ENTERPRISE
This course introduces the student to statistics with business applications. The course covers both descriptive and inferential statistics. Topics included are: measures of central tendency; measures of dispersion; graphical displays of data; linear regression; basic probability concepts; binomial and normal probability distributions; confidence intervals; Monte Carlo simulations and hypothesis testing. These topics will be covered using a basic knowledge of Microsoft Excel.
Credits: 3
Prerequisites: MATH 116

CMRC 221 - ACCOUNTING, COMMERCE, & ENTERPRISE
The course covers the core concepts of both financial and managerial accounting, including terminology and assumptions, valuation, financial statements, and distinguishing income from cash flow. This course is intended for non financial students who need to understand the terminology and concepts so that they can become informed and strategic users of accounting and financial data. Students learn to analyze financial reports, identify trends, and study competitors.
Credits: 3

CMRC 240 - SOCIAL JUSTICE, COMMERCE, & ENTERPRISE
This course centers on the contributions that Commerce & Enterprise, trade, business, and economic development can make toward building sustainable social justice. It explores issues such as globalization, corruption, trade policies, corporate social responsibility and sustainability. Through specific examples students will assess trade and business opportunities in the global economy that foster cross-cultural understandings that are economically profitable, socially responsible and ecologically sound.
Credits: 3

CMRC 300 - MANAGEMENT, COMMERCE, & ENTERPRISE
This course introduces the concept of a business as an integrated set of processes and systems designed to deliver value to customers. Students learn terminology, concepts, and theories necessary to understand how to develop a solid business strategy and supporting operational objectives to meet the customer requirements. Topics include value chain networks, strategic capacity planning, break-even analysis, production and service-oriented process analysis, tracking and forecasting methods, and process flow measures.
Credits: 3

CMRC 310 - MARKETING, COMMERCE, & ENTERPRISE
This is a first course in marketing theory and methods with a strong emphasis on sales. Topics include: the importance of a sound sales and marketing strategy, the different phases of marketing, the differences between the marketing of goods and services, wholesaling, retailing, pricing strategies, analysis of markets, and distribution.
Credits: 3

CMRC 330 - ORGANIZATIONAL BEHAVIOR
Students will investigate the patterns of interaction common to modern organizations. Emphasis will be on effective communication techniques in a multi-cultural world and understanding the dynamics of organized culture.
Credits: 3

CMRC 340 - ORGANIZATIONAL DEVELOPMENT
A variety of techniques will be investigated which will enable students to productively facilitate organizational learning through appropriate organizational development interventions. This course will emphasize the balance of traditional humanistic values with pressing modern organizational concerns and focus, specifically on the alignment of vision, mission and practice.
Credits: 3

CMRC 360 - EVIDENCE-BASED DECISION MAKING
This course looks at organizational metrics: what metrics are and why monitoring key performance indicators is important. The course will discuss how to use data as a decision-making tool, as well as how data is instrumental in the launching and sustaining of change models.
Credits: 3

CMRC 365 - SOCIAL JUSTICE & DIVERSITY
This course focuses on understanding the differences (diversity) among people including but not limited to race, ethnicity, national origin, gender, age, sexual orientation, physical and mental ability and how these differences affect stakeholders and leaders in the workplace as well as the impact they have in terms of domestic and international commerce and enterprise. Additionally, the course will focus on the related issues of globalization, corruption, trade policies, corporate responsibility, sustainable and renewable practices, and how social justice can be integrated specific to each topic.
Credits: 3
COMMUNICATION (COMM)

COMM 150 - MEDIACULTURE
Considering the effects of society on media and media on society. This course will focus each semester on a different topic exploring and exposing the possibilities and issues of the ongoing relationship between media and society.
Credits: 3
Attributes: Social Science
Course Notes: Open to freshman. JOUR, IMC, and COMM majors cannot use, 100 level courses as their major electives.

COMM 201 - COMMUNICATION IN THE INFO AGE
Prerequisite course for journalism, public relations, and integrated communications (advertising) majors. Overview of print and broadcast journalism, public relations and advertising; emphasis on the role and effects of media in society. The transformation of mass communication resulting from the development, diffusion, and convergence of new technologies.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 102
COMPUTER SCI & INFO TECHNOLOGY (CST)

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.
Credits: 3

CST 101 - BEYOND PC ESSENTIALS
This course covers several interesting topics for students: Essential Computer Concepts; Internet/Browsers; Windows; MS-Office; Web design; EBay; Windows Movie Maker; Photo Gallery; Simple Programming; and Publisher. In addition there is a field trip and discussion of Emerging Technologies.
Credits: 3

CST 115 - DIGITAL MEDIACRAFT, A&S
Using digital multimedia tools. Topics include blogs, social networking, image design, video and audio capture, editing and web distribution. Both basic foundations of the web and multimedia, as well as hands-on use of tools in the lab are emphasized in the course. Computer use course.
Credits: 3

CST 130 - PROGRAMMING FOR NON-COMPUTER SCIENCE MAJORS
Computer programs for non-specialists in an easy programming language. Emphasis on style, structure, and logic. Hands-on work in a computer lab.
Credits: 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; higher level language such as C++ or Java.
Credits: 4
Prerequisites: MATH 116 or MATH 121

CST 209 - SPECIAL TOPICS IN COMPUTER SCIENCE AND INFORMATION TECHNOLOGY
Special Topics in Computer Science and Information Technology. Topics may vary. See red CRN on course schedule for term specific information.
Credits: 1-3
Prerequisites: CST 100 or CST 101 or CST 115
Course Notes: or higher.

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.
Credits: 3
Prerequisites: MATH 116 or MATH 121
Course Notes: or instructor consent

CST 250 - COMPUTER SCIENCE II
Continuation of CST 150; development of problem solving using a high level language including abstract data types, multidimensioned 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.
Credits: 4
Prerequisites: CST 150
Course Notes: MATH 245 recommended. A computer use course.

CST 255 - OPEN SOURCE COMMUNITIES
Exploration of the Open Source world, its history, and its contribution to current topics such as social justice, information freedom, equality and the nature of democracy. Discussion of the role it has played in recent events. Investigation of the politics of the open source world and their relationship to traditional geopolitics. In addition, this course will also seriously examine the practical side of open source and its economic impact on both businesses and households in the developed and developing worlds.
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 102

CST 261 - COMPUTER ORG & 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. Extensive programming in the assembler language of the CPU. A computer use course.
Credits: 3
Prerequisites: CST 150
Course Notes: or consent

CST 263 - VISUAL BASIC
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.
Credits: 3
Prerequisites: CST 150

CST 270 - SYSTEMS ANALYSIS AND DESIGN
Methodologies, tools, and techniques used in the computer systems development life cycle. Planning, analysis, and design phases of a project, including Software Engineering methodologies. The larger context of business processes, competitive advantage, documentation requirements, and data modeling, including the use of UML.
Credits: 3
Prerequisites: CST 150 and ENG 102

CST 270 - SYSTEMS ANALYSIS AND DESIGN
Methodologies, tools, and techniques used in the computer systems development life cycle. Planning, analysis, and design phases of a project, including Software Engineering methodologies. The larger context of business processes, competitive advantage, documentation requirements, and data modeling, including the use of UML.
Credits: 3
Prerequisites: CST 150 and ENG 102

CST 280 - INTRODUCTION TO ALGORITHMS
The course focuses on basic techniques used to design and analyze efficient algorithms. The major topics include: the divide-and-conquer approach, sorting algorithms, graph algorithms, the greedy approach, dynamic programming, computational complexity.
Credits: 3
Prerequisites: MATH 245 and CST 150
CST 309 - DATA MINING
Methods of knowledge discovery in massive data, i.e. the study of computer-assisted process of digging through and analyzing enormous data sets and then extracting the ‘meaning’ of the data by applying mathematical methods. The methods that we study in this course are designed to predict behaviors and future trends based on existing data. Topics include classification techniques, clustering techniques, association rule discovery techniques, techniques for improving data quality.
Credits: 3
Prerequisites: MATH 246 and (MATH 217 or MATH 347 or ACSC 300 or ACSC 347 or ECON 234)

CST 310 - COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS
Study of the ways in which strategic interactions among autonomous agents produce outcomes with respect to the preferences (or utilities) of those agents. This course covers game-theoretic foundations of cooperative and non-cooperative behavior of independent agents. The course emphasizes applications drawn from artificial intelligence, decision theory, economics, psychology, business management and finance.
Credits: 3
Prerequisites: ACSC 300 or MATH 300 or ACSC 246 or MATH 246 and (MATH 245 or MATH 290 or MATH 238 or MATH 347)

CST 311 - ANALYSIS OF REAL WORLD NETWORKS
Structure and dynamics of highly connected networks such as social networks, marketing networks, information networks. Behavior, interaction, search, diffusion in such networks. Analysis uses methods and techniques from different disciplines: mathematics, computer science, economics, and sociology.
Credits: 3
Prerequisites: MATH 245

CST 312 - BIG DATA
Coverage of approaches and methods for very large-scale data collections (Big Data). Also covers the place of Big Data in society and in business including economic, social, ethical and cultural implications. Students will learn to use map-reduce workflows and Big Data tools such as the Hadoop ecosphere.
Credits: 3
Prerequisites: CST 250 or CST 365 or MATH 231 or MATH 245 or (MATH 121 and ECON 234)
Course Notes: A computer use course. Broadband Internet required.

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.
Credits: 3
Prerequisites: CST 250 or CST 365

CST 318 - INTRODUCTION TO UNIX
Programming on 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 an overview of the UNIX process model.
Credits: 3
Prerequisites: CST 150

CST 327 - SOFTWARE PROJECT MANAGEMENT
Types of problems, decisions, and critical success factors that typically confront software project managers and software engineers. The various management skills and methodologies used for planning, organizing, staffing, influencing, and controlling such projects.
Credits: 3
Prerequisites: CST 150

CST 328 - LINEAR PROGRAM & 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.
Credits: 3
Prerequisites: MATH 246 or ACSC 246 or MATH 300

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.
Credits: 3
Course Notes: MATH 245 Recommended

CST 337 - THEORY OF COMPUTATION
An introduction to 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.
Credits: 3
Prerequisites: MATH 245 or MATH 290 or (MATH 300 or ACSC 300)

CST 338 - EFFICIENT COMPUTING
This course is about algorithmic techniques for solving computational problems efficiently and about obstacles to efficient computing. The major topics include approximation algorithms and randomized computation.
Credits: 3
Prerequisites: CST 280

CST 340 - COMPUTER ARCHITECTURE
Internal organization of the components of computer systems with special focus on the design of the central processing unit and the internal hardware and software structure of a CPU that is normally hidden from programmers using a high level language. The construction of a rudimentary computer using logic gates, light emitting diodes(LEDs), resistors, capacitors, and push-button switches on a prototyping circuit board and the programming of that computer in the assembler language of the CPU constructed is required.
Credits: 3
Prerequisites: CST 150

CST 342 - SATELLITE COMMUNICATION
The student will become aware of the history and evolution of radio communications and the technological and economic advantages and problems with satellite communications. This will be demonstrated by the students through examinations, reports and class discussion and lab projects.
Credits: 3
Prerequisites: CST 246 or CST 250
CST 343 - O.O.P AND WEB SERVICES
An extensive course in programming emphasizing the development of reusable software components via the object oriented programming (OOP) capabilities of C# and the Microsoft .NET framework. Topics include user interface controls, exception handling classes, function overloading and default arguments, operator overloading; event driven programming, polymorphism; and UML. Extensive programming required.
Credits: 3
Prerequisites: CST 250 or CST 365

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.
Credits: 3
Prerequisites: MATH 232 and (MATH 245 or MATH 290)

CST 346 - ADVANCED DATA COMMUNICATIONS
Foundations of communications theory including signaling TDM, STSM, Frame-Relay, ATM, various modulation methods, methods of sizing and optimizing of data circuits, error detection and correction methods, data compression methods.
Credits: 3
Prerequisites: CST 246

CST 350 - BOOLEAN ALGEBRA/SWITCHING THEORY
Credits: 3
Prerequisites: MATH 245 or MATH 290

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. See also BIOL 361.
Credits: 3
Prerequisites: BIOL 301 and CHEM 212
Course Notes: or instructor consent.

CST 352 - NETWORK DESIGN
Communication system organization, and structure. Detailed examination of various communication protocols, routing mechanisms, and interfaces used in digital networks.
Credits: 3
Prerequisites: CST 246

CST 354 - NETWORK SYSTEMS
A practical examination of network topologies, protocols, and operating systems such as Windows and UNIX. LAN servers, services, management and clients. Hands-on network lab experience.
Credits: 3
Prerequisites: CST 246

CST 356 - WIRELESS SYSTEMS
Foundations of radio-cellular communications including a variety of wireless systems and techniques for the analysis of their operational performance. Concepts of wireless system architectures, spectrum management, channel capacity, and systems interoperability.
Credits: 3
Prerequisites: CST 246

CST 357 - 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.
Credits: 3
Prerequisites: CST 250 or CST 365

CST 358 - NETWORK APPLICATIONS PROGRAM
Design and programming applications for networks and the Internet; client side and server side processing; the use of a browser as a client and user interface. Internet protocols and issues such as security, reliability, and management. Course includes learning to program with JAVA in UNIX and Windows environments. A computer use course.
Credits: 3
Prerequisites: CST 150

CST 359 - WEB-BASE DATABASE APPLICATIONS
Interactive web-based applications that use one or several databases with a focus on reliability, fault tolerance, and security. Theoretical and project oriented.
Credits: 3
Prerequisites: CST 333 and CST 365 or CST 250
Course Notes: Any 200 level programming course.
Prereq: Cst 333 or working knowledge of database design and SQL.

CST 360 - INTERNET SECURITY
Security issues pertaining to Internet, Intranet, and the Web. Web security from the point of view of the user, programmer, and system administrator. HTTP authentication, proxy servers and firewalls; Internet security protocols and Secure Socket Layer; electronic payment systems; certificate management and network access layer security; executable content and scripting languages; mobile code and copyrights. Privacy protection; legal and ethical issues; anonymous browsing and censorship; available security tools.
Credits: 3
Prerequisites: CST 246

CST 361 - SOFTWARE ENGINEERING I
In depth examination of criteria for software quality and the types of development processes that support its creation. Best practices in software development are examined as well as case studies in software design and maintenance. Individual assignments and some group work as well.
Credits: 3
Prerequisites: CST 250 or CST 365
Course Notes: Req'd prereq or consent of instructor.

CST 365 - NETWORK APPLICATIONS PROGRAM
Design and programming applications for networks and the Internet; client side and server side processing; the use of a browser as a client and user interface. Internet protocols and issues such as security, reliability, and management. Course includes learning to program with JAVA in UNIX and Windows environments. A computer use course.
Credits: 3
Prerequisites: CST 150

CST 366 - WEB-BASE DATABASE APPLICATIONS
Interactive web-based applications that use one or several databases with a focus on reliability, fault tolerance, and security. Theoretical and project oriented.
Credits: 3
Prerequisites: CST 333 and CST 365 or CST 250
Course Notes: Any 200 level programming course.
Prereq: Cst 333 or working knowledge of database design and SQL.

CST 367 - WEB-BASE DATABASE APPLICATIONS
Interactive web-based applications that use one or several databases with a focus on reliability, fault tolerance, and security. Theoretical and project oriented.
Credits: 3
Prerequisites: CST 333 and CST 365 or CST 250
Course Notes: Any 200 level programming course.
Prereq: Cst 333 or working knowledge of database design and SQL.

CST 368 - INTERNET SECURITY
Security issues pertaining to Internet, Intranet, and the Web. Web security from the point of view of the user, programmer, and system administrator. HTTP authentication, proxy servers and firewalls; Internet security protocols and Secure Socket Layer; electronic payment systems; certificate management and network access layer security; executable content and scripting languages; mobile code and copyrights. Privacy protection; legal and ethical issues; anonymous browsing and censorship; available security tools.
Credits: 3
Prerequisites: CST 246

CST 370 - SOFTWARE ENGINEERING II
In depth examination of criteria for software quality and the types of development processes that support its creation. Best practices in software development are examined as well as case studies in software design and maintenance. Individual assignments and some group work as well.
Credits: 3
Prerequisites: CST 250 or CST 365
Course Notes: Req'd prereq or consent of instructor.

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.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 9 SH of computer science coursework required with a min, grade of C-. 
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.
Credits: 3
Prerequisites: CST 250

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.
Credits: 3
Prerequisites: CST 100
Course Notes: or higher or equivalent computer software proficiency.

CST 376 - DISTRIBUTED APPLICATIONS
Advanced topic in network applications. Use of existing protocols 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.
Credits: 3
Prerequisites: CST 250 or CST 365

CST 380 - PATTERN RECOGNITION
Statistical and semantical methods of pattern recognition and analysis.
Image processing, control, decision making, and problem solving by
computer.
Credits: 3
Prerequisites: CST 280 and MATH 217

CST 381 - INTELLIGENT SYSTEMS
Advanced problems of programming computers to perform tasks
commonly regarded as requiring human intelligence. The cognitive
aspects of human intelligence will be covered. Introduction to a
functional decision language such as LISP or Prolog.
Credits: 3
Prerequisites: CST 280

CST 382 - COMPUTER GRAPHICS
Representation, manipulation, and display of two- and three- dimensional
objects. Applications to specific problems, including computer games.
Credits: 3
Prerequisites: CST 250
Course Notes: or instructor consent.

CST 385 - ROBOTICS I
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.
Credits: 3
Prerequisites: CST 250 or CST 365

CST 386 - INFORMATION RETRIEVAL
Theory and practice of information retrieval with emphasis on
applications to web search. The course covers traditional information
retrieval topics (retrieval models, indexing, classification, clustering,
etc) and more recent techniques (ranking of web pages, recommender
systems, etc).
Credits: 3
Prerequisites: CST 280 or (CST 250 and CST 333)
CREATIVE WRITING (CRWR)

CRWR 153 - 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 metaphoric detail. The craft unique to each genre explored through critique of student writing and close reading of work by notable authors, both contemporary and historic.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 101

CRWR 250 - FICTION WRITING WORKSHOP
In this class you will read and discuss a number of published short stories as well as examine the elements that make them successful. Using these short stories as models, you will write exercises, scenes, and a full-length short story that demonstrate, along with the rest of your work, your understanding of the fictional craft fundamentals.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 153 or CRWR 153

CRWR 251 - POETRY WRITING WORKSHOP
Students will read, discuss, write, and workshop poems; through this discussion and practice, they will steadily improve their understanding of the fundamentals of poetry writing.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 153 or CRWR 153
Course Notes: Part of the concentration in Creative Writing English Degree

CRWR 252 - CREATIVE NONFICTION WRITING WORKSHOP
This course introduces students to the art and craft of writing creative nonfiction. Students will explore the essay, the memoir, the new journalism, and more.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 153 or CRWR 153
Course Notes: or equivalent; counts toward ENG major concentration in, creative writing.

CRWR 253 - SCREEN WRITING WORKSHOP
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.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 102

CRWR 303 - CREATIVE WRITING CAPSTONE
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.
Credits: 3
Attributes: Humanities
Course Notes: Prerequisites: ENG 153 or CRWR 153 and two courses chosen, from either CRWR or ENG 250, 251, or 252, with minimum grades of C-.

CRWR 384 - SMALL PRESS PUBLISHING INTERNSHIP
Featherproof Books has been publishing unique, daring, and influential books for a decade. With a new publisher and editor, it has a renewed energy and is more active than it has been in years. This class will take you through the entire process of operating a small press as we run Featherproof Books from the classroom. We will deal with the press and sales for this spring’s titles while also dealing with the preparations, editing and manufacturing of the next fall’s titles. You’ll learn how it’s done by being a part of doing it.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220 or CRWR 153
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.
Credits: 3
Prerequisites: CJL 200

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.
Credits: 3
Prerequisites: CJL 200

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 institutions (Jails & Prisons) and non-institutional settings (probation and parole); and issues in correction law.
Credits: 3
Prerequisites: CJL 200

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.
Credits: 3
Prerequisites: CJL 200

CJL 250 - CRIMINAL LAW
A study of the nature of 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 the model penal code; and discuss the criminal responsibilities of persons. This course will focus on criminal law using the 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.
Credits: 3
Prerequisites: CJL 200

CJL 300 - POLICE & SOCIETY
An overview of the agencies that comprise the criminal justice system. The goals of law enforcement, courts, and corrections will be considered from historical, ethical, philosophical, and practical perspectives. Particular focus will be given to understanding the search for causes of crime and how it impacts the development of CJ policy, and the process by which these are evaluated.
Credits: 3
Prerequisites: CJL 200

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.
Credits: 3
Prerequisites: CJL 200 and CJL 240 and ENG 102

CJL 310 - ETHICS IN CRIMINAL JUSTICE
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.
Credits: 3
Prerequisites: CJL 200

CJL 330 - CRIMINAL JUSTICE & THE CONSTITUTION
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 corrections 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.
Credits: 3
Prerequisites: CJL 250 and CJL 200

CJL 331 - VICTIMOLOGY
This course provides an introductory examination of criminal victimization in the United States via an overview of current theory, research, and trends within the context of specific victimization types. Examine specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, victim rights and services.
Credits: 3
Prerequisites: CJL 200

CJL 332 - SERIAL AND MASS MURDER
The course will explore the history of serial and mass murder and introduce students to the methods of investigating these killings and possible motives for this behavior. Students will explore connections between social, psychological, biological factors and serial homicide. The course content will explore the phenomena involved in the social construction of serial murder as a pressing public issue and the interplay between law enforcement, media sensationalism, and the allocation of public resources to law enforcement agencies to address serial murder.
Credits: 3
Prerequisites: CJL 200
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
Credits: 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 will have been utilized. Finally, students will explore why white collar crime occurs.
Credits: 3
Prerequisites: CJL 200 or CJL 300

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.
Credits: 3

CJL 381 - DEATH PENALTY IN AMERICA
An exploration of the history of social control and punishment leading up to the formation of the American system. Topics include race, class, gender, juvenile, and comparative issues in punishment. Issues such as deterrence, cost, innocence, constitutional law, and the social, political, and economic realities of punishment policy will be examined.
Credits: 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.
Credits: 3

CJL 385 - DRUGS, CRIME, SOCIETY
This course examines the use and regulation of the most popular drugs in modern society. Special emphases are placed on understanding the connection between drug abuse and crime, why people abuse drugs, and criminal justice efforts to eradicate the production and use of drugs. Students will explore the historical development of U.S. drug policy and the impact of efforts such as the War on Drugs, particularly on inner cities. Effective treatments and interventions are also examined.
Credits: 3

CJL 389 - SPECIAL TOPICS
This is a Special Topics course, in which subject matter varies by section. Content is thematic and crafted around a unique topic, giving students a focused theoretical and practical understanding. Topics in the past have included Serial Killers, Gangs in America, Gender and Crime and Victimology.
Credits: 3
Prerequisites: CJL 200

CJL 390 - SENIOR SEMINAR
Designed as a comprehensive synthesis of the knowledge and skills learned in the curriculum, this capstone experience will engage students in the process of identifying and analyzing real-life issues facing criminal justice agencies, as well as techniques for developing and proposing solutions to constituents. The final project will culminate into a formal evaluation of a contemporary crime program or policy, complete with concerns and recommendations for future implementation. The strengthening of skills pertaining to critical thinking, effective written and communication, teamwork, embracing alternative viewpoints, and presentation delivery will be emphasized.
Credits: 3
Prerequisites: CJL 200 and CJL 305 and ENG 102

CJL 395 - CRIMINAL JUSTICE INTERNSHIP
Individually designed Criminal Justice internships and/or service-learning experiences. Students must find an appropriate internship in the field of Criminal Justice and a faculty sponsor, then apply to the Department Chair for enrollment in CJL 395. Internships are a minimum of 130 hours during the semester, and students are required to complete written work, as determined by the faculty advisor, that reflects on their experience.
Credits: 1-6
Attributes: Transformational Service Learning

CJL 396 - CRIMINAL JUSTICE INDEPENDENT STUDY
The Criminal Justice Independent Study course is intended for advanced Criminal Justice Majors. Students will work with individual faculty on individually-designed advanced research projects.
Credits: 1-6
Attributes: Transformational Service Learning
Course Notes: Approval of Department Chair required.
DANCE (DANC)

DANC 100 - PILATES
Credits: 1-2
Attributes: Humanities
Course Notes: THAR/MUST ONLY, Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 110 - BASIC JAZZ
Credits: 1-2
Attributes: Humanities

DANC 113 - BASIC HIP HOP
Credits: 1-2
Attributes: Humanities
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 114 - BEGINNING JAZZ
Credits: 1-2
Attributes: Humanities

DANC 115 - BEGINNING HIP HOP
Credits: 1-3
Attributes: Humanities
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 116 - INTERMEDIATE/ADVANCED JAZZ
Credits: 3
Attributes: Humanities

DANC 117 - BEGINNING MUSICAL THEATRE
Credits: 1
Attributes: Humanities
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 120 - BASIC BALLET
Credits: 1-2
Attributes: Humanities

DANC 121 - BEGINNING BALLET
Credits: 1-2
Attributes: Humanities
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 130 - BASIC TAP
Credits: 1-2
Attributes: Humanities

DANC 135 - BASIC MODERN
Credits: 1
Attributes: Humanities

DANC 140 - BEGINNING MODERN
Credits: 1-3
Attributes: Humanities
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 208 - INTERMEDIATE MUSICAL THEATER
Credits: 1
Attributes: Humanities
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 215 - INTERMEDIATE JAZZ
Credits: 1-2
Attributes: Humanities
Prerequisites: DANC 210

DANC 225 - INTERMEDIATE BALLET
Credits: 1-3
Attributes: Humanities
Prerequisites: DANC 220

DANC 230 - BEGINNING TAP
Credits: 1-2
Attributes: Humanities
Prerequisites: DANC 130

DANC 235 - INTERMEDIATE TAP
Credits: 1-2
Attributes: Humanities
Prerequisites: DANC 230
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 241 - INTERMEDIATE MODERN
Credits: 1-2
Attributes: Humanities
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 242 - INTERMEDIATE MODERN
Credits: 1
Attributes: Humanities
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 245 - MODERN DANCE II
Credits: 1-3
Attributes: Humanities

DANC 250 - AFRICAN DANCE
Credits: 1-2
Attributes: Humanities

DANC 255 - INTERMEDIATE HIP-HOP
Credits: 1-2
Attributes: Humanities

DANC 300 - ADVANCED HIP HOP
Credits: 1
Attributes: Humanities

DANC 310 - ADVANCED JAZZ
Credits: 1-3
Attributes: Humanities
Prerequisites: DANC 219
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 320 - ADVANCED BALLET
Credits: 1-3
Attributes: Humanities
Prerequisites: DANC 225
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.

DANC 331 - INTERMEDIATE/ADVANCED TAP
Credits: 1
Attributes: Humanities
Course Notes: Meets at The Lou Conte Dance Studio 1147 W. Jackson.

DANC 340 - ADVANCED MODERN
Credits: 1-2
Attributes: Humanities
Prerequisites: DANC 140
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.
DANC 345 - ADVANCED MUSICAL THEATRE
Credits: 1
Attributes: Humanities
Prerequisites: DANC 340
Course Notes: Meets at the Lou Conte Dance Studio 1147 W. Jackson.
ECONOMICS (ECON)

ECON 101 - PRINCIPLES OF ECONOMICS I
Overview of how a market society works, trades, consumes, redistributes, and enjoys the fruits of its produce. Macroeconomics is a Willis 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 unemployment, economic growth, inflation, inequality, and economic policy.

Credits: 3
Attributes: International Studies, Social Science
Prerequisites: MATH 095
Course Notes: or higher.

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 climate change legislation, is drafted and defended with the language of "microeconomic" logic. Microeconomics is about the person on the street, the family, Connie's Pizza, Bill Gates and monopoly, gangs and drugs, pollution and production, the Montgomery Bus Boycott, the "feminization of poverty," and the history of welfare reform.

Credits: 3
Attributes: International Studies, Social Science
Prerequisites: ECON 101

ECON 200 - 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.

Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ENG 102

ECON 201 - RACE, ETHNICITY, & URBAN LABOR MARKETS
The role of race and ethnicity in influencing jobs and careers, unemployment and earnings in urban labor markets; special attention given to the Chicago labor market.

Credits: 3
Attributes: Social Science

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.

Credits: 3
Attributes: Social Science

ECON 207 - AMERICAN ECONOMIC DEVELOPMENT SINCE 1945
A 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.

Credits: 3
Attributes: Social Science

ECON 208 - INTRODUCTION TO WORKING CLASS STUDIES
Americans generally don't like to talk or think about social class, and until quite recently we've been especially allergic to "working class" as a term or label. In the 2008 presidential election, the term "working class" was used quite a lot, but usually only to refer only to white men in blue-collar jobs (who were assumed to be good at bowling!), rather than to the multicultural, mixed gendered, diverse occupations of the 21st Century American working class. Working-Class Studies is an emerging academic field that attempts to address this situation, in academic research and teaching and in our public discourse. This course will introduce Roosevelt students to this emerging field by focusing on a handful of issues in the social sciences of economics, political science and sociology (with only fleeting reference to work in the arts, humanities, and history), and then asking students to decide for themselves on the relevance of studying the working class in the ways presented.

Credits: 3
Attributes: Social Justice Studies, Social Science

ECON 209 - UNIONISM & COLLECT BARGAINING
History, structure, and function of organized labor in the US. Negotiation, collective bargaining, wages and employment, and evolution of the present legislative and judicial frameworks.

Credits: 3
Attributes: Social Science

ECON 210 - MONEY AND BANKING
See Fin 301.

Credits: 3
Attributes: Social Science
Prerequisites: ECON 101 and ECON 102 and ENG 102 and (MATH 116 or MATH 121)

ECON 211 - LABOR AND THE LAW: PAST, PRESENT, AND FUTURE
The spirit and impact of social policy on employment and labor relations. A hard-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.

Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ECON 102

ECON 212 - RACE, GENDER & SOCIAL POLICY
An interdisciplinary course on race and class inequalities in urban settings and the role of public policy in trying to ameliorate these inequalities.

Credits: 3
Attributes: Honors Program, Social Justice Studies, Social Science

ECON 213 - SPECIAL TOPICS IN ECONOMICS
Special Topics in current Economic events is designed for students interested in how economics influences. Influences contemporary issues such as immigration, crime, presidential elections and globalization. Since topics vary by semester students may register for the course more than once. Check the online schedule for specific titles in a given semester.

Credits: 3
Attributes: Social Justice Studies, Social Science
ECON 214 - THE ECONOMICS OF GLOBALIZATION
Globalization and global economic crises have become household words, yet what do they really mean, who benefits, and who loses? This interdisciplinary course examines the phenomenon of globalization using economic, sociological, and feminist analyses to explore controversial themes of the globalization debate, some of which include: offshoring, economic development, international migration, sweatshops, transnational corporations, the Global South, and gender equity. We will examine both the benefits and costs that have resulted from the opening and crossing of international boundaries and borders and examine how these changes have impacted people from both rich and poor countries throughout the world.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Justice Studies, Social Science
Prerequisites: ECON 101

ECON 216 - THE ECONOMICS OF THE MINORITY EXPERIENCE
The economist's approach to problems of underproduction 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.
Credits: 3
Attributes: Social Science

ECON 220 - LAW AND ECONOMICS
Exploration of the tug of war between the laws keeping the Chicago lakefront "free and clear" from structures and the economic realities of the jobs and other opportunities that building on the lakefront may bring. We will tour the lakefront and learn about the different battles that have been fought over the land, cumulating in a moot court challenge regarding a museum that has been proposed to be built on the lakefront.
Credits: 3
Attributes: Social Justice Studies, Social Science

ECON 230 - MICROLENDING
Through the process of empowerment, a new economic theory? Microlending? pioneered by Nobel Prize winning economist, Muhammad Yunus, has led to a revolution in contemporary economic development. The concept of lending to the poorest of the poor in society, giving them access to capital with no financial security, has the potential to change lives substantially. This course explores the theoretic and practical aspects of microlending. Students will learn some of the new thinking in economic development which gave rise to the microlending phenomenon as well as participate in the process through selecting and investing in several microbank projects and watching the progress of their investment.
Credits: 3
Attributes: Social Science

ECON 231 - ENVIRONMENTAL ECONOMICS
Course covers the effects global climate change has on the economy and helps conceptualize larger content problems such as: Would a gasoline tax reduce our gas-guzzling habits? What would be the impact of drilling in the Artic? Why might China's thirst for oil hurt our standard of living? Why are terrorists obsessed with destroying oil pipelines? Would a tax on our electricity use hurt the poor? What policies would cause more people to use the CTA? Why isn't there more solar power used in America? Do we need subsidies for renewable energy?
Credits: 3
Attributes: Social Science

ECON 234 - ELEMENTARY STATISTICS
This course applies statistical techniques to problems in the social sciences and business. Elementary probability and probability distributions, random variables, expectation and variance; normal probability distributions (binomial distributions, time-permitting). Applications to estimation, confidence intervals, statistical testing of hypotheses, two-sample techniques. Correlation and least squares.
Credits: 3
Attributes: Social Science
Prerequisites: MATH 116 or MATH 121 or MATH 110 or Passing the appropriate departmental placement test within the previous year
Course Notes: Math courses higher than 121 satisfy the prerequisite.

ECON 241 - INVESTMENTS
See Fin 321.
Credits: 3
Attributes: Social Science
Prerequisites: Fin 311 and ECON 234

ECON 290 - WHAT IS SOCIAL JUSTICE?
What is "social justice"? This course is an historically-based and interdisciplinary introduction to alternative conceptions of social justice. Students will read selections from foundational texts, both ancient and modern. Regular writing assignments and intensive classroom discussions will help to build analytical skill sets in a variety of disciplines, from economics to political philosophy.
Credits: 3
Attributes: Honors Program, Social Justice Studies, Social Science
Course Notes: Enrollment in Honors Program required.

ECON 300 - TOPICS IN ECONOMIC HISTORY
Special topics in Economic History. For the particular topic to be treated during a particular semester, see the online Course Finder and click the red highlighted CRN number.
Credits: 3-6
Attributes: Social Science
Course Notes: Specific topic and course title available, by clicking the RED highlighted CRN number.

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.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 101

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.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
ECON 306 - INDUSTRIAL ORGANIZATION
Evolution of institutional organization of industry in the American economy. Trade associations, cartels, price leadership, and governmental regulatory agencies.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 102
ECON 308 - FEMINIST ECONOMICS: HISTORY, THEORY, AND POLICY
This is a non traditional study of the economic situation of women in the United States. Most economic analysis assumes the individual chooses to make mutually beneficial change the focus here gives attention to the interrelation between the family, the labor market, and the government in determining women economic fortunes.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ECON 102
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.
Credits: 3
Attributes: Social Justice Studies, Social Science
ECON 317 - ECONOMICS OF WORK AND LABOR
This course will investigate the changing nature of work including such topics as: contingent labor, part time work, the low wage labor market, out sourcing, unionization, and consultancy. These topics will be explored both theoretically and empirically with an emphasis on how different schools of thought within economics try to make sense of the contemporary labor market.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 102
ECON 321 - INCOME & EMPLOYMENT THEORY
Intermediate macroeconomics. Theories output, employment, prices, and the business cycle. Topics may include government stabilization policy, international economic relations, economic growth, and the distribution of income.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 102
Course Notes: with grade of C or higher
ECON 322 - ECONOMICS OF ENVIRONMENTAL POLICY
Examination of environmental policy making using the tools of economic analysis. Alternative methods of addressing problems such as air pollution, global climate change, hazardous waste disposal, and water pollution. Current environmental regulations evaluated from an economic perspective.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 102
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.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 102
Course Notes: with C grade or higher
ECON 326 - THEORIES OF JUSTICE
The course will explore some fundamental questions about economic justice in a dialogical and interdisciplinary context. Student will read selections from classic texts (Aristotle to Walzer) as well as journal articles by contemporary theorists. The idea and self reliance will be central to our inquiry.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ECON 102 or SOCJ 201 or ECON 201 or POS 200
Course Notes: or consent
ECON 333 - COMPARATIVE ECONOMIC SYSTEMS
Theory and practice of capitalism and socialism in selected countries; approaches to the transition from socialism to market systems.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: ECON 102
ECON 338 - FINANCIAL CRISES & MARKETS
Role of money and financial institutions in modern economies investigated through modern macroeconomic theory. Special attention is paid to the nature and causes of financial crises.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 101
ECON 339 - PUBLIC FINANCE
Why are 46 states facing budget crises? Public finance is the course that deals with this question, both in terms of theory and practice. Topics include public choice theory, the budget process, debt finance, tax analysis, non-tax revenue sources, and revenue forecasting. We will also explore alternative theories of the role of the state and tax incidence.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 101
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.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 234
ECON 350 - TOPICS IN ECONOMETRICS AND FORECASTING
Advanced topics that may include matrix formulations of regression models, regression diagnostics and residuals analysis, stepwise regression, time series data and time series models (serial correlation of residuals, Akaike Information Criterion, Durbin-Watson test), ARIMA models, systems of equations, and Seemingly Unrelated Regression. Excellent preparation for quantitative research and advanced graduate work. Background in statistics and linear regression models required.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 346
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.
Credits: 3
Attributes: Social Science
ECON 355 - RHETORIC AND WRITING IN ECONOMICS AND THE SOCIAL SCIENCES
An introduction to the varieties of rhetorics employed in economics and other human sciences, including parts of philosophy and statistics. Practices of reading for the variety of rhetorics will be complemented by practices of writing for them. Students will learn to write persuasively in their home disciplines, and in several different genres.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 102

ECON 360 - INTERNSHIP IN ECONOMICS
Internship in Economics.
Credits: 3
Attributes: Social Science, Transformational Service Learning

ECON 363 - MATHEMATICS FOR ECONOMISTS
Mathematical tools and techniques in modern Keynesian, Neoclassical, Marixan, and Neoricardian economic theories. The methodology of mathematical economics, sets, functions, matrix algebra, comparative statics, and differential calculus.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 102 and MATH 121

ECON 370 - ECONOMICS OF PUBLIC POLICY
Seeking solutions to the problems of the world using basic economic principles and analysis. Exploring market interventions and shaping government actions to make society better off. Discussions, lectures, films, the Internet, and debates are utilized. Ideas of political candidates and policy pundits are examined. Topics can include Universal Health Care, Affordable Housing, Global Poverty, Pollution Control, Crime, Minimum Wage, the Maxwell Street Market, China, Alternatives Indicators, and Slavery.
Credits: 3
Attributes: Social Science

ECON 374 - 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.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: ECON 102 or ECON 101

ECON 376 - INTERNATIONAL TRADE AND IMPERIALISM
Theory of international trade, international movements of capital and labor, and national commercial policies; economic analysis of multinational corporations and imperialism.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: ECON 321 or ECON 323

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.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: ECON 102

ECON 380 - SPECIAL TOPICS IN SOCIAL JUSTICE STUDIES
This intensive two-week course explores ideas about justice. Class meetings will contextualize assigned readings. Students additionally spend a day with each of three other scholar-activists from across disciplines and complete three days of transformational learning at an organization working in one of the focus areas. In addition, students will begin the course by attending and participating in the May 2009 Labor and Working Class History Association (LAWCHA) Conference. The conference theme, "Race, Labor and the City: Crises Old and New," will also represent this year's social justice focus of the Institute. Through this dialectic of theory and practice, students will learn to develop their own principles and practical approaches to social justice.
Credits: 3
Attributes: Social Science
Course Notes: 9 hours social science credits with C- or better

ECON 390 - ECONOMIC THEORY & POLICY SEMINAR
Application of economic theory to selected problems. Preparation and presentation of student research reports. Open to advanced economics majors only.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 321 or ECON 323

ECON 395 - INDEPENDENT STUDY
Study of special topics under supervision of faculty.
Credits: 1-3
Attributes: Social Science

ECON 397 - INDEPENDENT STUDY
Credits: 1-6
Attributes: Social Science
**EDUC: EARLY CHILDHOOD (ECHD)**

**ECHD 305 - ASSESSMENT EARLY CHILDHOOD EDUCATION**
Introduction to early childhood measurement and assessment techniques. Fundamentals of psychometric theory; review of commonly used standardized tests and classroom evaluation techniques.
Credits: 3
Prerequisites: ECHD 309 and ECHD 311 and ECHD 338
Course Notes: ITCS Basic Skills Test with a min score of Pass required.

**ECHD 309 - CHILD, FAMILY AND COMMUNITY**
Family, schools, and community involvement in educational programs; impact on child and family development and a child's academic development. Twenty hours (20) of Service Learning (field experience) required.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: ITCS Basic Skills Test with a min score of Pass required., Or Advisor consent.

**ECHD 310 - ANTI-BIAS AND MULTICULTURAL CURRICULUM**
The course explores current theories and practices in anti-bias, culturally responsive, multi-cultural education in early childhood education classrooms.
Credits: 3

**ECHD 311 - HISTORY & PHILOSOPHY OF EARLY CHILDHOOD EDUCATION**
Historical and philosophical perspectives of early childhood education goals and practices, program models, and issues.
Credits: 3
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: ITCS Basic Skills Test with a min score of Pass required.

**ECHD 332 - PREPRIMARY: SCIENCE, MATHEMATICS, & SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION**
Constructivist research and theories in teaching science, math, and social studies to children from infancy through kindergarten.
Credits: 3
Prerequisites: ECHD 334 and ECHD 305 and ECHD 337
Course Notes: EDUC 201 or advisor consent required., ITCS Basic Skills Test with a min score of Pass required.

**ECHD 333 - PRIM SCI,MATH,SOC CONCEPTS ECE**
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.
Credits: 3
Prerequisites: ECHD 334 and ECHD 305 and ECHD 337
Course Notes: ITCS Basic Skills Test with a min score of Pass required., 25 clock hours field experience.

**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.
Credits: 3
Prerequisites: ECHD 311 and ECHD 309 and ECHD 338
Course Notes: ITCS Basic Skills Test with a min score of Pass required., Or Advisor Consent.

**ECHD 336 - LITERACY IN EARLY CHILDHOOD EDUCATION: PRE-KINDERGARTEN**
This course is designed to give students a framework from which to develop appropriate and effective language and literacy experiences for prekindergarten children. Children’s literature will provide a framework for prekindergarten language arts instruction.
Credits: 3
Prerequisites: ECHD 309 and ECHD 311 and ECHD 338
Course Notes: ITCS Basic Skills Test with a min score of Pass required., Or Advisor consent.

**ECHD 337 - LITERACY IN EARLY CHILDHOOD EDUCATION: PRIMARY**
This course is designed to give students a framework from which to develop effective reading and writing experiences for kindergarten and primary-grade children following the Common Core Standards for English Language Arts.
Credits: 3
Prerequisites: ECHD 309 and ECHD 311 and ECHD 338
Course Notes: ITCS Basic Skills Test with a min score of Pass required.

**ECHD 338 - EARLY CHILDHOOD CURRICULUM: INFANT, TODDLER, AND PRESCHOOL**
Analysis of content, materials, and organization for instructing children in infant, toddler, preschool, and kindergarten programs.
Credits: 3
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: 25 clock hours field experience. Advisor approval required., ICTS Basic Skills Test with min grade Pass required., Or Advisor consent.

**ECHD 352 - TOPICAL WORKSHOP**
Credits: 1-6
Prerequisites: Passing the appropriate departmental placement test within the previous year

**ECHD 370 - INFANT AND TODDLER: TEACHING AND LEARNING**
Students design and implement curriculum plans, and assess individual and group progress in infant and toddler settings. Students learn and demonstrate their understanding of a safe environment, multiculturalism, and health related practices. Twenty five hours (25) of supervised field experience is required.
Credits: 3
Course Notes: 25 Clock hours of supervised field experience, Or Advisor consent.
ECHD 374 - STUDENT TEACHING AND SEMINAR IN EARLY CHILDHOOD EDUCATION
Supervised observation and teaching in preprimary and primary settings. 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.
Credits: 12
Prerequisites: ECHD 309 and ECHD 311 and ECHD 338 and ECHD 334 and ECHD 305 and ECHD 337 and ECHD 332 and ECHD 333 and ECHD 382 and Passing the appropriate departmental placement test within the previous year
Course Notes: Written advisor consent required., ITCS Basic Skills and Early Childhood Content Test with a, min score of Pass required.

ECHD 375 - PRACTICUM: INFANT, TODDLER, AND PRESCHOOL
Supervised observation and teaching in infant, toddler, and preschool 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.
Credits: 6
Course Notes: Written advisor consent required.

ECHD 380 - CAPSTONE: ISSUES & ADVOCACY IN EARLY CHILDHOOD
This course explores current issues in the field of early childhood education related to social justice and early education policy. The course also studies leadership, advocacy and the process of change, with an emphasis on understanding and applying leadership skills in a community action project focused on an issue concerning the local early childhood sector.
Credits: 3
Course Notes: Or Advisor Consent.

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.
Credits: 3
Prerequisites: ECHD 334 and ECHD 305 and ECHD 337
Course Notes: 20 clock hrs. field experience., ITCS Basic Skills Test with a min score of Pass required.

ECHD 395 - INDEPENDENT STUDY
Credits: 1-6
Course Notes: ITCS Basic Skills Test with a min score of Pass required.
EDUC: ELEMENTARY EDUCATION (ELED)

ELED 300 - CURRICULUM, INSTRUCTION, AND ASSESSMENT
Comprehensive course in the design of curriculum, instruction and assessment. Developmentally appropriate practices include curriculum, instruction and assessment. Curriculum models, instructional design including lesson and unit planning and development of assessment tools for diagnostic, formative and summative assessments.

Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

Credits: 3

ELED 301 - FOUNDATIONS & COMMUNITY
The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; and the conceptual framework of Roosevelt University’s College of Education and its function as an organizing principle for classrooms. Provides a foundation for all other course work in the elementary education program.

Credits: 3

Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

ELED 302 - INTEGRATING HEALTH, ARTS, AND PHYSICAL EDUCATION ACROSS THE CURRICULUM
Special topics and comprehensive understanding of essential content in health education and physical education for children grades 1-6.

Strategies for meaningfully integrating the visual arts, drama, music, dance, play, health education, and physical education across the natural sciences, social sciences, and humanities in 1-6 classrooms to enrich the learning process and socio-emotional outcomes.

Credits: 3

Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

ELED 303 - FIELD EXPERIENCE I
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Orientation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA.

Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Orientation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA.

Credits: 1

Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

ELED 321 - TEACHING MATH IN ELEMENTARY & MIDDLE SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades K-9 and models and examines an investigative approach to elementary and middle school mathematics instruction which is purposeful, inquiry-based, and meaningful, and which is integrated with other mathematics topics and with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving and logical reasoning. This course fulfills the methods course requirement for the state endorsement in middle school mathematics.

This is a 6 semester-hour course which meets on campus and in a local school.

Credits: 6

Prerequisites: ELED 261

ELED 322 - FIELD EXPERIENCE II
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Implementation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA.

Credits: 1

Prerequisites: ELED 300 and ELED 301 and ELED 302 and ELED 303
Course Notes: Admission to NDTA Required

ELED 325 - TEACHING SCIENCE IN 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.

Credits: 3

Prerequisites: ELED 261
Course Notes: ICTS Basic Skills Test with min score Pass required and a, min grade B- in EDUC 200 and 210, and ELED or SPED 261, required.

ELED 328 - FIELD EXPERIENCE II
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Implementation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA.

Credits: 1

Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

ELED 329 - TEACHING SOCIAL STUDIES IN ELEMENTARY SCHOOL
Place of social studies in elementary school curriculum; application of learning principles and consideration of children’s interests in selection and use of social studies instructional materials; analysis of courses of study.

Credits: 3

Prerequisites: ELED 261
Course Notes: ICTS Basic Skills Test with min score Pass required and a, min grade B- in EDUC 200 and 210, and ELED or SPED 261, required.

EDUC: ELEMENTARY EDUCATION (ELED)
ELED 341 - METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades 1–6 and models and examines an investigative approach to elementary mathematics instruction that is purposeful, inquiry–based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving, logical reasoning, and applications to life situations.
Credits: 3
Prerequisites: ELED 300 and ELED 301 and ELED 302 and ELED 303
Course Notes: Admission to NDTA Required

ELED 346 - METHODS OF TEACHING SCIENCE IN THE ELEMENTARY SCHOOL
This course provides strategies and curriculum for teaching natural, physical, earth, and space sciences in grades 1-6 and models and examines an investigative approach to elementary science instruction that is purposeful, inquiry-based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, scientific demonstrations, problem solving, scientific reasoning, and applications to self and life situations.
Credits: 3
Prerequisites: READ 320 and ELED 341 and ELED 322
Course Notes: Admission to NDTA Required

ELED 347 - METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
This course provides strategies and curriculum for teaching social studies in grades 1-6, and models and examines an interdisciplinary and multicultural approach to history, government, geography, civics, and other social studies areas. Strategies focus on assessment, communication, inquiry- and project-based learning, building connections to diverse learners, global relationships, and applications to self and societal issues and problems.
Credits: 3
Prerequisites: ELED 322 and ELED 341 and READ 320
Course Notes: Admission to NDTA Required

ELED 348 - FIELD EXPERIENCE III
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Innovation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small and large group instruction. Field experience provides a setting to undertake other Innovation course assignments, assessments, and preparation for the edTPA.
Credits: 1
Prerequisites: ELED 322 and ELED 341 and READ 320

ELED 352 - TOPICAL WORKSHOP
Credits: 1-6
Course Notes: ICTS Basic Skills Test with min score Pass required.

ELED 361 - PRE-STUDENT TEACH SEMINAR
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.
Credits: 3
Prerequisites: ELED 261
Course Notes: ICTS Basic Skills Test with min score Pass and advisor, consent required. Min 40 hours of field experiences., Advisor Consent

ELED 366 - STUDENT TEACHING SEMINAR: ELEMENTARY EDUCATION
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. hou
Credits: 12
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and ELED 261 and READ 320 and ELED 321 and READ 323 and ELED 325 and ELED 327 and ELED 361
Course Notes: All required coursework and, advisor consent required., ICTS Content Test with min score, Pass required. Registration completed by Office of Field, Placement., course fee: $300 edTPA test fee

ELED 370 - STUDENT TEACHING IN ELEMENTARY EDUCATION
Supervised observation and teaching in a partner elementary school. Seminar discussions concerning observational records, teaching strategies, evaluation, and diverse learners; emphasis on development of independence and skills through self-analysis techniques. Provides a focused and intensive clinical experience for the elementary education program. Large group instruction and differentiation practices are emphasized.
Credits: 12
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and EDUC 202 and SPED 219 and ELED 300 and ELED 301 and ELED 302 and ELED 303 and READ 320 and READ 323 and ELED 322 and ELED 341 and ELED 346 and ELED 347 and ELED 348
Course Notes: Advisor Consent

ELED 395 - INDEPENDENT STUDY
Credits: 1-6
Course Notes: ICTS Basic Skills Test with min score Pass required.
EDUC: LANGUAGE & LITERACY (READ)

READ 320 - TEACHING READING IN 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.
Credits: 3
Prerequisites: ELED 300 and ELED 301 and ELED 302 and ELED 303
Course Notes: An ICTS Basic Skills Test with min. score pass required, and a min. grade of B- in EDUC 200 210, and ELED or SPED, 261 required

READ 323 - LANGUAGE ARTS/CHILDREN'S LITERATURE ELEMENTARY EDUCATION
Objectives and materials in teaching listening, speaking, and writing skills in elementary schools. Emphasis on literature-based instruction. Effects of diverse cultural and literary heritages on children's literature.
Credits: 3
Prerequisites: ELED 261
Course Notes: An ICTS Basic Skills Test with min. score pass required, and a min. grade of B- in EDUC 200 210, ELED or SPED 261 required

READ 324 - INTRODUCTORY SEMINAR IN SPOKEN WORD EDUCATION
Provides an introduction to poetry writing skills and explores methods of effective poetry integration into classroom and co-curricular activities and overview of and its practical applications in the classroom.
Credits: 3

READ 325 - SEMINAR IN SPOKEN WORD EDUCATION II
This course is the third in a sequence of seminars that advance poetry writing competencies to the level of professional writing and publication. Students will learn program planning and develop the leadership skills necessary to successfully implement Spoken Word programs in a school setting.
Credits: 3
Course Notes: Cross-listed with READ 425

READ 326 - INTRODUCTION TO SPOKEN WORD PEDAGOGY
Provides an introduction to and overview of Spoken Word as pedagogy and its practical applications in the classroom.
Credits: 3

READ 332 - STRATEGIES AND MATERIALS FOR TEACHING READING, WRITING, AND LANGUAGE
This course will examine theories, processes, and strategies of literacy learning specifically designed to meet the instructional needs of all students in classrooms in all content areas. A Balanced Literacy model, which has language as the foundation of the tenets, will be used as the central framework. Common Core Standards are addressed, as well as the instructional shifts that accompany the implementation of the standards. In addition, candidates will examine and evaluate effective reading and writing strategies, formative assessment formats and strategies, and relevant materials for instruction in all content areas.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year and EDUC 202 and ELED 300 and (ELED 301 or SPED 301)

READ 339 - YOUNG ADULT LITERATURE
Focuses on critically acclaimed and popular literature written for and read by teen readers (grades 7-12). Explores the historical emergence of the genre, different ways of reading and responding to it, relationships to adult literature and popular culture, as well as issues of censorship, teaching, and distribution.
Credits: 3
Course Notes: Counts toward certificate in child and family studies.

READ 352 - TOPICAL WORKSHOPS
Topics may include issues and trends in contemporary education.
Credits: 1-6

READ 358 - LINGUISTICS FOR ESL TEACHERS
Theory and research on learning English as a second language (ESL). Foundation for understanding linguistics and learning theory specific to ESL and bilingualism.
Credits: 3

READ 363 - TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS
Strategies and materials for teaching students to read and write in content areas. Development of concepts and vocabulary, comprehension and composition, and study skills. Focus on integrating reading and writing across the curriculum.
Credits: 3

READ 368 - FOUNDATIONS OF BILINGUAL & ESL EDUCATION
Historical, philosophical, theoretical, sociocultural, and legislative foundations of bilingual and ESL education in the US. Comparison of different methods and models of bilingual and ESL education and examination of current issues. Requires 10 clock hours of clinical experience.
Credits: 3

READ 373 - ASSESS OF BILINGUAL STUDENTS
Issues, challenges, and techniques in the assessment of bilingual students. Full range of bilingual assessment from standardized tests to authentic assessment methodology. Emphasis on authentic assessment techniques in the classroom including portfolios, projects, student self-assessment, curriculum-based assessment, observation, and teacher-made assessment tools such as rubrics and checklists. Requires 15 clock hours of field experience.
Credits: 3

READ 374 - METHODS & MATERIALS TEACHING BILINGUAL
Theories, techniques, and principles of teaching limited English proficient (LEP) students in bilingual programs. Methods and materials across subject areas and grade levels; emphasis on facilitating the development of listening, speaking, reading and writing skills across the curriculum for LEP students. Constructivist approach to learning and methods for adapting quality lessons to meet the specific needs of LEP students. Requires 50 clock hours of field experience.
Credits: 3

READ 375 - METHODS & MATERIALS TEACHING ESL
Theories, techniques, and principles of teaching English as a second language (ESL). Methods and materials across grade levels; issues related to needs assessment, unit and lesson planning, selection and evaluation of classroom materials; development of materials for second language instruction. Various developmental processes involved in the learning primary and secondary languages; instructional techniques at all grade levels. Requires 25 clock hours of field experience.
Credits: 3
READ 376 - CROSS-CULT STUDY FOR TEACH LEP
Impact of culture on individuals, groups, school, work, communities, and society. Ecological perspective in conceptualizing and understanding culture and context; focus on individuals with limited English proficiency in the US.
Credits: 3

READ 395 - INDEPENDENT STUDY
Credits: 1-6
EDUC: SECONDARY EDUCATION (SEED)

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 15 hours field experience in a variety of educational settings.
Credits: 3
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year
Course Notes: Adv.consent/30hrs field exp., ICTS Basic skills test with min score pass required.

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.
Credits: 3
Course Notes: ICTS Basic skills test with min score pass required., Must have 24 semester hours in the major with C or higher

SEED 322 - METHODS OF TEACHING SECONDARY SCIENCE
Science curriculum and instruction, standards, and assessment. Based on National Science Teachers Association standards for the design of student-centered programs, including courses, units, activities, and learning experiences. Focus on grades 6-12.
Credits: 3
Course Notes: ICTS Basic skills test with min score pass required., Must have 24 semester hours in the major.

SEED 323 - METHODS OF TEACHING MIDDLE SCHOOL-SECONDARY MATH
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.
Credits: 3
Course Notes: ICTS Basic skills test with min score pass required., Must have 24 semester hours in the major with C or higher

SEED 326 - METHODS OF TEACHING SECONDARY SOCIAL STUDIES
Experience and practice in social studies curriculum theory, research-based instruction, standards, and assessment. Based on standards of the National Council for the Social Studies for the design of student-centered programs, including courses, units, activities, and learning experiences. Focus on grades 6-12.
Credits: 3
Course Notes: or concurrent., ICTS Basic skills test with min score pass required., Must have 24 semester hours in the major with C or higher.

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 6-12.
Credits: 3
Course Notes: or concurrent., ICTS Basic skills test with min score pass required., Must have 24 semester hours in the major with C or higher.

SEED 350 - FIELD EXPERIENCE SECONDARY EDUCATION
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. Sixty clock hours of field experience.
Credits: 4
Prerequisites: SEED 301
Course Notes: Adv.consent/45-60hrs field exp., ICTS Basic skills test with min score pass required.

SEED 360 - STUDENT TEACHING SEMINAR: SECONDARY EDUCATION
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.
Credits: 12
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year and (Passing the appropriate departmental placement test within the previous year and SEED 301 and SEED 350 and (SEED 327 or SEED 322 or SEED 321 or SEED 326 or SEED 323)
Course Notes: Instr./Advisor consent, ICTS Basic skills test with min score pass required., Course fee: $300 edTPA test fee
EDUC: SPECIAL EDUCATION (SPED)

SPED 219 - EXCEPTIONAL CHILD & YOUTH
Credits: 3

SPED 301 - FOUNDATIONS & COMMUNITY
The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; and the conceptual framework of Roosevelt University's College of Education and its function as an organizing principle for classrooms. Provides a foundation for all other course work in the elementary education program.
Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

SPED 303 - FIELD EXPERIENCE I
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Orientation courses, content, and pedagogical practice. Emphasizes development of teaching skills through one-on-one instruction with a transition to small group instruction. Field experience provides a setting to implement other Orientation course assignments, assessments, and preparation for the edTPA.
Credits: 1
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

SPED 321 - TEACHING MATH IN ELEMENTARY & MIDDLE SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades K-9 and models and examines an investigative approach to elementary and middle school mathematics instruction which is purposeful, inquiry-based, and meaningful, and which is integrated with other mathematics topics and with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving and logical reasoning. This course fulfills the methods course requirement for the state endorsement in middle school mathematics. This is a 6 semester-hour course which meets on campus and in a local school.
Credits: 6
Prerequisites: SPED 261
Course Notes: An ICTS Basic Skills Test with min. score pass required and, a min. grade of B- in EDUC 200 210, MATH 105 and, ELED or SPED 261 required. Min 25 hours in field experience.

SPED 328 - FIELD EXPERIENCE II
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Implementation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA
Credits: 1
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and EDUC 202 and SPED 300 and SPED 303
Course Notes: Admission to NDTA Required

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.
Credits: 3
Prerequisites: SPED 301 and SPED 303
Course Notes: or instr. consent, ICTS Basic skills test with min score pass required.

SPED 341 - METHODS OF TEACHING MATH IN ELEMENTARY SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades 1--6 and models and examines an investigative approach to elementary mathematics instruction that is purposeful, inquiry-based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving, logical reasoning, and applications to life situations
Credits: 3
Prerequisites: SPED 301 and SPED 303
Course Notes: Admission to NDTA Required

SPED 342 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION
Curriculum, major objectives of instruction, and specific methods and materials for teaching students with cognitive disabilities. Preparation of the Individualized Education Program (IEP) and transition planning; evaluation techniques; recent research.
Credits: 4
Prerequisites: SPED 301 and SPED 303
Course Notes: Requires 10 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 343 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR
The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; and the conceptual framework of Roosevelt University's College of Education. A foundation for all other course work in the graduate elementary education program. Open only to graduate students in elementary education.
Credits: 4
Prerequisites: SPED 301 and SPED 303
Course Notes: Requires 10 clock hrs. field exper., ICTS Basic skills test with min score pass required.
SPED 345 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON PHYSICAL HEALTH
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.
Credits: 4
Prerequisites: SPED 301 and SPED 303
Course Notes: Requires 10 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 346 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING
Credits: 4
Prerequisites: SPED 301 and SPED 303
Course Notes: Requires 10 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 350 - TECHNOLOGY FOR SPECIAL EDUCATION
The use of instructional and assistive technology as they relate to teaching, learning, and successful integration of people with disabilities. Exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities.
Credits: 2, 3
Prerequisites: SPED 301 and SPED 303
Course Notes: ICTS Basic skills test with min score pass required.

SPED 361 - INTERNSHIP IN SPECIAL EDUCATION
Five-week internship in special education setting; hands-on work with students with special needs. Precedes student teaching; provides intensive experience across the spectrum of educational placements and age levels. Class members participate in planning and implementing individual student, small group, and whole class lessons. Focus on IEP goal integration into planning. Weekly seminar sessions focus on the roles and responsibilities of the special educator.
Credits: 4
Prerequisites: Passing the appropriate departmental placement test within the previous year and SPED 321 and SPED 340 and SPED 342 and SPED 343 and SPED 345 and SPED 346 and SPED 350 and SPED 321 and READ 320
Course Notes: All profess. courses completed., ICTS Content Test with min score pass required., concurrent enroll. with SPED 361 required.
Office of Field Placement will register students for this course., Advisor Consent

SPED 366 - STUDENT TEACHING SEMINAR: SPECIAL EDUCATION
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 8
Prerequisites: Passing the appropriate departmental placement test within the previous year and SPED 340 and SPED 342 and SPED 343 and SPED 345 and SPED 346 and SPED 350 and SPED 321 and READ 320
Course Notes: All profess. courses completed., ICTS Content Test with min score pass required., concurrent enroll. with SPED 361 required.
Office of Field Placement will register students for this course., Course fee: $300 edTPA test fee, Advisor Consent

SPED 382 - EARLY CHILDHOOD SPECIAL EDUCATION METHODS
Skills necessary for working with young children with special needs. Laws, assessment, family focus, and inclusion of children with special needs in early childhood settings; the development and implementation of IFSPs and IEPs. Requires 20 hours of field experience.
Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year
Course Notes: ICTS Basic skills test with min score pass required.

SPED 395 - SPECIAL EDUCATION INDEPENDENT STUDY
Credits: 1-4
Course Notes: ICTS Basic skills test with min score pass required.
EDUCATION (EDUC)

EDUC 001 - EDUCATORS LEARNING COMMUNITY: COLLEGE OF EDUCATION FIRST YEAR EXPERIENCE
Educators Learning Community: COE First Year Non credit course required of 1st year Education students who have not yet earned admission to a teacher preparation program. Introduction to expectations for program admission and preparation for test-taking and teaching.
Credits: 0
Course Notes: Non credit course required of 1st year Education students, who have not earned admission to a teacher prep program.

EDUC 002 - EDUCATORS LEARNING COMMUNITY: MAKING THE GRADE
Educators Learning Community: Making The Grade Non credit course required of Education students (transfer, sophomore, junior, senior, and graduate students) who have not yet earned admission to a teacher preparation program. Introduction to expectations for program admission and preparation for test-taking and teaching.
Credits: 0
Course Notes: Non credit course required of Education students beyond, the first year who have not earned admission, to a teacher prep program.

EDUC 003 - CAREER COACHING FOR EDUCATORS
Support for teacher candidates as they prepare the edTPA portfolio and find a first teaching position.
Credits: 0
Prerequisites: ECHD 474 or ELED 366 or SEED 360 or SPED 366 or ELED 470 or SEED 460 or SPED 470
Course Notes: Non credit course required of Education students admitted, to a teacher preparation program who have not, yet passed the required ICTS content exam.

EDUC 004 - EDUCATORS LEARNING COMMUNITY: MAKING THE GRADE
Non credit course required of graduate Education students who have not yet earned admission to a teacher preparation program. Introduction to expectations for program admission and preparation for test-taking and teaching.
Credits: 0
Course Notes: Non credit course required of graduate Education students, who have not earned full admission, to a teacher prep program.

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.
Credits: 3
Prerequisites: EDUC 001
Course Notes: ICTS Basic Skills Test is NOT required., May be taken by Education majors or minors, or, by others as an elective.

EDUC 202 - CHILD DEVELOPMENT, LEARNING, AND MOTIVATION
Comprehensive study of child growth, development, learning, and motivation 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, learning, motivation and behavior management. Application of concepts to the development of effective and engaging classroom communities.
Credits: 3

EDUC 291 - ISSUES IN METROPOLITAN EDUCATION
How best can metropolitan public schools meet the developmental needs of children from traditionally marginalized social groups? This course examines the relationship of socio-economic status, ethnicity and first language as factors in student academic performance, examining how these factors can both limit and provide unique educational opportunities. A minimum of 15 hours in direct classroom service at the school are required of all enrolled students.
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 102 and MATH 110
Course Notes: Open to all students, no Basic Skills text required., Counts toward Educational Studies minor., Requires a minimum of 15 hours of classroom, observation and tutoring.

EDUC 292 - LANGUAGE & CULTURE IN EDUCATION
How best can metropolitan public schools meet the developmental needs of children from traditionally marginalized social groups? This course examines the relationship of socio-economic status, ethnicity and first language as factors in student academic performance, examining how these factors can both limit and provide unique educational opportunities. A minimum of 15 hours in direct classroom service at the school are required of all enrolled students.
Credits: 3
Course Notes: Cross-listed with ACP 250

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)
Credits: 1-6
Course Notes: ICTS Basic Skills Test with a min score Pass required.

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.
Credits: 3
Course Notes: ICTS Basic Skills Test is NOT required., May be taken by Education majors or minors, or, by others as an elective.

EDUC 311 - ADOLESCENT DEVELOPMENT
Physical, cognitive, social, and emotional development during adolescence. Application of developmental principles to middle school and high school students.
Credits: 3
Course Notes: ICTS Basic Skills Test is NOT required., May be taken by Education majors or minors, or, by others as an elective.

EDUC 313 - FOUNDATIONS OF 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.
Credits: 3
Course Notes: ICTS Basic Skills Test with a min score Pass required.
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.
Credits: 3
Course Notes: ICTS Basic Skills Test is NOT required., May be taken by Education majors or minors, or by others as an elective.

EDUC 352 - TOPICAL WORKSHOP
Focuses on topics of general educational interest. Topics may include multicultural education, urban youth, and the politics of education, among others.
Credits: 1-6

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.
Credits: 3
Course Notes: ICTS Basic Skills Test with min score Pass required, or declared minor in Educational Studies.

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.
Credits: 1-6
Course Notes: Written consent., ICTS Basic Skills Test with min score Pass required.
ENG 099 - INTRODUCTION TO COLLEGE READING AND WRITING
This course focuses on the development of college-level reading and writing skills and is designed to help students engage with challenging reading material; to understand, generate and revise writing assignments; to develop strategies for producing clear and organized essays; and to connect with our writing community and resources. Students are advised into ENG 100 using placement scores.
Credits: 3
Course Notes: Placement by test scores.

ENG 101 - COMPOSITION I: CRITICAL READING & WRITING
This course is designed to help students gain competence in analytical reading and writing. Students are engaged in writing as a process of critical inquiry, revision and collaboration and are invited to actively participate in our writing community.
Credits: 3
Course Notes: Placement by test scores or pass ENG 099 or 100.

ENG 102 - COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH
This course introduces students to the process of academic research and engages them in research-oriented writing. Students participate in a series of academic conversations about important issues by learning to locate, evaluate, analyze and present appropriate source materials in their own writing projects.
Credits: 3
Prerequisites: ENG 101

ENG 115 - EXPLORING LITERATURE
This course will focus on a particular topic, genre, or period in order to discover the ways in which literature and its many forms create ways of thinking. Recent topics have included African-American Women and Film, American Satire, Comics and Film, DIY in the USA.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 101

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.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 101

ENG 207 - INTRODUCTION TO AFRICAN-AMERICAN LITERATURE
African American literature is a dynamic resource for understanding numerous individual, communal, and societal needs. This survey will highlight canonical and emerging African-American authors from the 18th-21st century (e.g. Dunbar, Johnson, Jacobs, Wells-Barnett, Hughes, Fauset, Wright, Hurston, Ellison, Brooks, Baraka, Sanchez, Young, Clifton, Reed, Hemphill, Beatty) through a range of genres, noting African, European, and ‘New World’ influences. The writer’s role in a given community, an artist’s aesthetic considerations and unique voice, the function of the arts, and major movements (e.g. New Negro Harlem Renaissance and the Black Arts Movement) will be among the contexts for our study. Satisfies non-Western requirement.
Credits: 3
Attributes: Humanities, Non-western Culture
Prerequisites: ENG 101
Course Notes: Open to freshmen

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.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 101

ENG 211 - BRITISH LITERATURE 1789 TO PRESENT
The literary and cultural developments of the Romantic, Victorian, modern, and contemporary eras of British literature. Working with texts from all genres, students explore shifts in literature and aesthetics with respect to social and industrial revolution, imperial advance and decline, and modernity and postmodernity.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 101
Course Notes: Open to freshmen

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, 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.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 101

ENG 213 - AMERICAN LITERATURE 1865-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)
Credits: 3
Attributes: Humanities
Prerequisites: ENG 101
Course Notes: or placement out of ENG 101. Open to freshmen.
ENG 215 - INTRODUCTION TO ETHNIC LITERATURE
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) Please click the crn for the description of this course.
Credits: 3
Attributes: Humanities, Non-western Culture
Prerequisites: ENG 101
Course Notes: or placement out of ENG 101.

ENG 220 - INTRODUCTION TO LITERARY ANALYSIS
Close reading of poetry, fiction, non-fiction and drama; introduction to literary theories to develop a critical vocabulary and interpretive strategies for textual analysis. Writing assignments increase awareness of why we read literature, how literary reading relates to other kinds of reading, and what the experience of literature means in our society.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 210

ENG 221 - TEXTS AND CONTEXTS
Application and comparison of critical and contextual approaches to literary study. 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.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

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.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 223 - ADVANCED ACADEMIC WRITING
Advanced Academic Writing is a problem-based learning course that addresses a question common to most social justice issues: What will it take to transform specific instances of injustice, environmental degradation, or uneven access to resources and socially powerful institutions? Students are divided into semester-long working groups; with the help of undergraduate Peer Instructors, they research, discuss, and present possible solutions to the problems confronting the class. Students may enroll in any version of the course, including those offered in their major programs. Some sections incorporate Transformational Service-Learning activities.
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 220

ENG 310 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included “Non-Shakespearean Early Modern British Drama,” “Crime and Victorian Literature,” “The Rise of the English Novel,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 311 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included “Non-Shakespearean Early Modern British Drama,” “Crime and Victorian Literature,” “The Rise of the English Novel,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 312 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included “Non-Shakespearean Early Modern British Drama,” “Crime and Victorian Literature,” “The Rise of the English Novel,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 313 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included “Non-Shakespearean Early Modern British Drama,” “Crime and Victorian Literature,” “The Rise of the English Novel,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 314 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included “Non-Shakespearean Early Modern British Drama,” “Crime and Victorian Literature,” “The Rise of the English Novel,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 315 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included “Non-Shakespearean Early Modern British Drama,” “Crime and Victorian Literature,” “The Rise of the English Novel,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 316 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included “Non-Shakespearean Early Modern British Drama,” “Crime and Victorian Literature,” “The Rise of the English Novel,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220
ENG 317 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included "Non-Shakespearean Early Modern British Drama," "Crime and Victorian Literature," "The Rise of the English Novel," For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 318 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included "Non-Shakespearean Early Modern British Drama," "Crime and Victorian Literature," "The Rise of the English Novel," For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 319 - SPECIAL TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included "Non-Shakespearean Early Modern British Drama," "Crime and Victorian Literature," "The Rise of the English Novel," For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 320 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 321 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 322 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 323 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 324 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 325 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 326 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 327 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 328 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220
ENG 329 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 330 - POST COLONIAL BRITISH 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 post-colonial subjectivity, and redefinitions of race and gender. Fulfills non-Western requirement.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 335 - TOPICS IN CREATIVE WRITING
Focused and timely courses in the art and craft of creative writing. Recent topics include Creative Writing for Teachers, Poetic Forms and Variations Workshop, and Speculative Fiction Workshop.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 101
Course Notes: Instructor consent

ENG 340 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included "Literature of the Color Line," "Contemporary Native American Literature," "Love in Renaissance Literature," and "Irish Women's Literature," "Sexuality and Literature," "Canadian Literature." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities, Non-western Culture
Prerequisites: ENG 220

ENG 341 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included "Literature of the Color Line," "Contemporary Native American Literature," "Love in Renaissance Literature," and "Irish Women's Literature," "Sexuality and Literature," "Canadian Literature." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 342 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included "Literature of the Color Line," "Contemporary Native American Literature," "Love in Renaissance Literature," and "Irish Women's Literature," "Sexuality and Literature," "Canadian Literature." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 343 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included "Literature of the Color Line," "Contemporary Native American Literature," "Love in Renaissance Literature," and "Irish Women's Literature," "Sexuality and Literature," "Canadian Literature." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 344 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included "Literature of the Color Line," "Contemporary Native American Literature," "Love in Renaissance Literature," and "Irish Women's Literature," "Sexuality and Literature," "Canadian Literature." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 345 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included "Literature of the Color Line," "Contemporary Native American Literature," "Love in Renaissance Literature," and "Irish Women's Literature," "Sexuality and Literature," "Canadian Literature." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 346 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included "Literature of the Color Line," "Contemporary Native American Literature," "Love in Renaissance Literature," and "Irish Women's Literature," "Sexuality and Literature," "Canadian Literature." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 347 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included "Literature of the Color Line," "Contemporary Native American Literature," "Love in Renaissance Literature," and "Irish Women's Literature," "Sexuality and Literature," "Canadian Literature." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220
ENG 348 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included “Literature of the Color Line,” “Contemporary Native American Literature,” “Love in Renaissance Literature,” and “Irish Women’s Literature.” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 349 - SPECIAL TOPICS IN LITERARY THEME
Advanced literature seminars dealing with primary literature and theory focused on a particular unifying topic. Recent topics have included “Literature of the Color Line,” “Contemporary Native American Literature,” “Love in Renaissance Literature,” and “Irish Women’s Literature.” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 350 - SPECIAL TOPICS IN LITERARY GENRE
Advanced literature seminars that concentrate on the properties of genre and the ways in which genre conditions reading. Recent topics have included “Historical Fiction,” “Nineteenth Century American Poetry,” “Autobiography and Memoir,” “Staging Witchcraft Plays,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 351 - SPECIAL TOPICS IN LITERARY GENRE
Advanced literature seminars that concentrate on the properties of genre and the ways in which genre conditions reading. Recent topics have included “Historical Fiction,” “Nineteenth Century American Poetry,” “Autobiography and Memoir,” “Staging Witchcraft Plays,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 352 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics include: Modern American Poetry, U.S. Women and Comedy; Restoration Drama.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220
Course Notes: or consent

ENG 353 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics include: Modern American Poetry, U.S. Women and Comedy; Restoration Drama.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220
Course Notes: or consent

ENG 354 - SPECIAL TOPICS IN LITERARY GENRE
Advanced literature seminars that concentrate on the properties of genre and the ways in which genre conditions reading. Recent topics have included “Historical Fiction,” “Nineteenth Century American Poetry,” “Autobiography and Memoir,” “Staging Witchcraft Plays,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 355 - SPECIAL TOPICS IN LITERARY GENRE
Advanced literature seminars that concentrate on the properties of genre and the ways in which genre conditions reading. Recent topics have included “Historical Fiction,” “Nineteenth Century American Poetry,” “Autobiography and Memoir,” “Staging Witchcraft Plays,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 356 - SPECIAL TOPICS IN LITERARY GENRE
Advanced literature seminars that concentrate on the properties of genre and the ways in which genre conditions reading. Recent topics have included “Historical Fiction,” “Nineteenth Century American Poetry,” “Autobiography and Memoir,” “Staging Witchcraft Plays,” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 357 - SPECIAL TOPICS IN A SINGLE AUTHOR
Advanced literature seminars that look closely at the work of a single author in relationships to cultural history or other relevant touchstones. Recent topics include: “The Fiction of Mark Twain,” “Shakespeare and Film,” “Faulkner, Fitzgerald, and Stein.” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 358 - SPECIAL TOPICS IN A SINGLE AUTHOR
Advanced literature seminars that look closely at the work of a single author in relationships to cultural history or other relevant touchstones. Recent topics include: “The Fiction of Mark Twain,” “Shakespeare and Film,” “Faulkner, Fitzgerald, and Stein.” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 360 - SPECIAL TOPICS IN A SINGLE AUTHOR
Advanced literature seminars that look closely at the work of a single author in relationships to cultural history or other relevant touchstones. Recent topics include: “The Fiction of Mark Twain,” “Shakespeare and Film,” “Faulkner, Fitzgerald, and Stein.” For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 362 - SPECIAL TOPICS IN A SINGLE AUTHOR
Advanced literature seminars that look closely at the work and career of a single author in relationships to cultural history or other relevant touchstones. Recent topics include "The Fiction of Mark Twain," "Shakespeare and Film," "Faulkner, Fitzgerald, and Stein." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220 or (FILM 201) or FILM 220

ENG 363 - SPECIAL TOPICS IN A SINGLE AUTHOR
Advanced literature seminars that look closely at the work and career of a single author in relationships to cultural history or other relevant touchstones. Recent topics include "The Fiction of Mark Twain," "Shakespeare and Film," "Faulkner, Fitzgerald, and Stein." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 364 - SPECIAL TOPICS IN A SINGLE AUTHOR
Advanced literature seminars that look closely at the work and career of a single author in relationships to cultural history or other relevant touchstones. Recent topics include "The Fiction of Mark Twain," "Shakespeare and Film," "Faulkner, Fitzgerald, and Stein." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 365 - SPECIAL TOPICS IN LITERARY AND CULTURAL THEORY
Advanced seminars that study literature and literacy from a particular theoretical perspective. Recent offerings have included "Composition Theory," "Feminist Theories of Performance," "Postcolonialism." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 366 - SPECIAL TOPICS IN LITERARY AND CULTURAL THEORY
Advanced seminars that study literature and literacy from a particular theoretical perspective. Recent offerings have included "Composition Theory," "Feminist Theories of Performance," "Postcolonialism." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 367 - TEACHING WRITING: THEORY & PRACTICE
This course explores the theory and practice of writing instruction in secondary and post-secondary educational settings, with a special emphasis on the political implications of the choices that teachers make in the writing classroom. Students will explore pedagogies, interview writing teachers, develop assignments, and conduct independent research toward the creation of a personal teaching philosophy.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220
Course Notes: WRTG minors should enroll for this course as WRTG 367.

ENG 368 - SPECIAL TOPICS IN LITERARY AND CULTURAL THEORY
Advanced seminars that study literature and literacy from a particular theoretical perspective. Recent offerings have included "Composition Theory," "Feminist Theories of Performance," "Postcolonialism." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 369 - SPECIAL TOPICS IN LITERARY AND CULTURAL THEORY
Advanced seminars that study literature and literacy from a particular theoretical perspective. Recent offerings have included "Composition Theory," "Feminist Theories of Performance," "Postcolonialism." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 384 - INTERNSHIP IN THE COMMUNITY
Student uses writing or teaching skills as an apprentice outside the University. Placements may include local arts organizations, book and journal publishers, not-for-profit organizations, corporations, museums, or youth and senior centers. Student receives on-site supervision and instruction and also works closely with a faculty advisor.
Credits: 3-6
Attributes: Humanities

ENG 385 - INTERNSHIP IN TEACH 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.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220

ENG 387 - INTERNSHIP TEACH 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.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220
Course Notes: Program approval

ENG 395 - INDEPENDENT STUDY
Directed study arranged one-on-one by the student in consultation with a faculty member.
Credits: 1-3
Attributes: Humanities
Prerequisites: ENG 220
Course Notes: Program approval
ENGLISH LANGUAGE PROGRAM (ELP)

ELP 086 - SPEAKING & LISTENING - LEVEL I
Develops the ability of ESL students to perform routine daily functions inside and outside a university setting. Includes work in listening, comprehension, and pronunciation.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 087 - GRAMMAR - LEVEL I
Focuses on Grammatical structures and word forms and functions that are basic to American English sentence structure. Stresses both grammatical accuracy and the communicative needs of non-native speakers of English.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 088 - READING - LEVEL I
Provides English language learners with basic, functional vocabulary necessary for everyday life in the U.S., as well as the foundation for vocabulary required for academic study. Allows students to develop interactive reading skills through a variety of prose and non-prose print materials.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 089 - WRITING - LEVEL I
Introduces the basic format and conventions of an academic essay in American English. Through a process approach, allows non-native speakers of English to begin writing at the paragraph level and expand to a basic five-paragraph essay.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 096 - SPEAKING & LISTENING -LEVEL II
Develops oral fluency and listening comprehension by promoting the 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.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 097 - GRAMMAR - LEVEL II
Builds on grammar structures covered in ELP 87. 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 international students living in the U.S. while completing an academic degree.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 098 - READING - LEVEL II
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.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 099 - WRITING - LEVEL II
Further develops composition skills introduced in ELP 89. 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.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 106 - SPEAKING & LISTENING LVL III
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.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 107 - GRAMMAR - LEVEL III
Reviews the basics of English sentence structure introduced in ELP 87 and ELP 97 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.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 108 - READING - LEVEL III
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.
Credits: 3
Course Notes: Consent of ELP Director required

ELP 109 - WRITING - LEVEL III
Refines skills and concepts introduced in ELP 99. 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.
Credits: 3
Course Notes: Consent of ELP Director required

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 89-99-109.
Credits: 3
Course Notes: Consent of ELP Director

ELP 111 - COMPOSITION-BRIDGE LEVEL
Further develops and refines composition skills acquired in ELP 89-99-109. Takes an individualized approach to writing, focusing on the needs of non-native speakers as they undertake graduate-level degree work in their academic unit.
Credits: 3
Course Notes: Consent of ELP Director
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.
Credits: 2
Prerequisites: ELP 111
Course Notes: Graduate standing in Music
ENVIRONMENTAL SCIENCE

(ENVS)

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.
Credits: 3-6
Attributes: Natural Science
Course Notes: School consent and major standing in environmental science

ENVS 392 - RESEARCH IN ENVIRONMENTAL SCIENCE
Independent science laboratory research experience under the guidance of a faculty researcher; 1 to 4 semester hours total may be applied toward the BS degree. Students may register in consecutive semesters.
Credits: 1-4
Attributes: Natural Science
Course Notes: Consent of instructor. $100 per semester hour. Students must arrange for independent laboratory research, experience with a science faculty member prior to registration.

ENVS 395 - INDEPENDENT STUDY
Independent library research culminating in a formal review paper on a topic approved by the instructor.
Credits: 1-2
Attributes: Natural Science
Course Notes: Consent of instructor. Students must arrange for a library independent study, with an instructor prior to registration; may register for only 1 SH per semester, up to two semesters.
FILM STUDIES (FILM)

FILM 201 - FUNDAMENTALS OF FILM STUDIES
Americana Film 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, 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, melodrama, Western, buddy picture.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 102

FILM 205 - FILM HISTORY
History of film as an art form in light of its technological, aesthetic, and cultural developments and influence. Particular attention to the correlation between the history of the medium and the larger history of the twentieth and twenty-first centuries.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 102

FILM 221 - INTRODUCTION TO MEDIA PRODUCTION
Course is designed to build core competency in utilizing and expanding communication technology to tell the stories; studying the principles of production in the areas of photography, video, audio, and interactive media. From both practical and theoretical perspectives, students will learn to: 1) analyze media forms (such as design, user interface, composition, framing, lighting, sound and editing) and 2) produce elementary productions that exhibit an understanding of these forms.
Credits: 3
Attributes: Humanities
Prerequisites: FILM 201 or FILM 205

FILM 253 - SCREEN WRITING
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.
Credits: 3
Attributes: Humanities
Prerequisites: FILM 201 or FILM 205

FILM 340 - TOPIC IN FILM GENRE
A film seminar that focuses on a particular genre of cinema, such as road films, film noir, zombie films, etc.
Credits: 3
Attributes: Humanities

FILM 341 - TOPIC: FILM THEME OR PERIOD
A film seminar that looks closely at cinematic treatment of a particular theme, period, trope, or location.
Credits: 3
Attributes: Humanities
Prerequisites: FILM 201 or FILM 205

FILM 350 - SPECIAL TOPICS IN FILM THEME OR GENRE
Advanced seminars dealing with primary films and theory focused on a particular unifying topic. Recent topics have included "American Road," "Philosophy and Film".
Credits: 3
Attributes: Humanities
Prerequisites: FILM 201 or FILM 205

FILM 360 - SPECIAL TOPICS SEMINAR IN A SINGLE FILMMAKER
A film seminar in the work of a notable auteur in film history.
Credits: 3
Attributes: Humanities
Prerequisites: FILM 201 or FILM 205

FILM 362 - SPECIAL TOPICS SEMINAR IN A SINGLE FILMMAKER
Advanced film seminars that look closely at the work and career of a single author in relationships to cultural history or other relevant touchstones. For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: FILM 201 or FILM 205

FILM 363 - SPECIAL TOPICS IN FILM BY A SINGLE AUTEUR/AUTHOR
Advanced literature seminars that look closely at the work and career of a single author in relationships to cultural history or other relevant touchstones. Recent topics include "Shakespeare and Film," "Charlie Chaplin". For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 220
FINANCE (FIN)

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. Crosslisted with ECON 210.
Credits: 3
Attributes: Social Science
Prerequisites: ECON 101 and ECON 102 and ENG 102 and (MATH 116 or MATH 121)

FIN 311 - PRINCIPLES OF FINANCE
Time value of money, capital budgeting, methods of external finance, working capital management, financial statement analysis, cash budgeting, and other finance topics.
Credits: 3
Prerequisites: ACCT 210 and ACCT 211 and ECON 101 and ECON 102 and (MATH 116 or MATH 121)

FIN 312 - CORPORATE FINANCE
This course is required for all finance majors and is intended to provide training in advanced financial concepts including calculation of a firm’s cost of capital, cash flow estimation and risk analysis in capital budgeting, asset pricing models, the valuation of debt and equity securities, corporate governance and mergers and acquisitions.
Credits: 3
Prerequisites: FIN 311

FIN 321 - INVESTMENTS
The valuation and selection of securities to meet alternative investment objectives; portfolio theory and management.
Credits: 3
Prerequisites: FIN 311 and (ECON 234 or MATH 217) and (MATH 116 or MATH 121)

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.
Credits: 3
Prerequisites: FIN 311

FIN 351 - INTRODUCTION FOR REAL ESTATE FINANCE
This introductory class reviews everyday finance from a real estate perspective analyzing simple mortgage calculations to financial statement analysis of small scale projects. The course reviews the differences between residential and commercial financing, secondary mortgage markets and real estate portfolios.
Credits: 3
Prerequisites: FIN 311

FIN 352 - FINANCIAL STATEMENT ANALYSIS
Use of financial statements in interpreting financial condition for purposes of internal control or external evaluation. ACCT 304 strongly recommended. Cross-listed with ACCT 352.
Credits: 3
Prerequisites: FIN 311
Course Notes: ACCT 304 recommended.

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.
Credits: 3
Attributes: International Perspectus Business
Prerequisites: FIN 311

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.
Credits: 3
Prerequisites: FIN 301 and FIN 311 and FIN 321

FIN 385 - BUSINESS PROBLEMS IN FINANCE
Cases and problems involving application of financial theory to real world situations.
Credits: 3
Prerequisites: (ECON 234 or MATH 217) and FIN 301 and FIN 311 and FIN 321

FIN 387 - DERIVATIVE SECURITIES
Futures, forward contracts, 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.
Credits: 3
Prerequisites: FIN 321

FIN 395 - INDEPENDENT STUDY
Students work under direction of finance department faculty member on projects selected by student and approved by supervising faculty member, department chair, and college dean.
Credits: 1-3
Course Notes: Consent of Instructor and Academic Head

FIN 398 - PROFESSIONAL FINANCE INTERNSHIP
A supervised professional learning experience at a business or nonprofit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to undergraduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent, is required by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu.

FIN 399 - SPECIAL TOPICS
Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 1-12
Prerequisites: FIN 311
FRENCH (FREN)

FREN 101 - BEGINNING FRENCH I
Mastery of basic listening, speaking, reading, and writing skills. For beginners.
Credits: 3
Attributes: Humanities

FREN 102 - BEGINNING FRENCH II
Continuation of Fren 101.
Credits: 3
Attributes: Humanities
Prerequisites: FREN 101
Course Notes: or equivalent.

FREN 201 - INTERMEDIATE FRENCH I
Review of grammar essentials and continuing practice of basic listening, speaking, reading, and writing skills. Taught in French.
Credits: 3
Attributes: Humanities
Prerequisites: FREN 102
Course Notes: or equiv.

FREN 202 - INTERMEDIATE FRENCH II
Continuation of Fren 201.
Credits: 3
Attributes: Humanities
Prerequisites: FREN 201
Course Notes: or equiv.
GERMAN (GERM)

GERM 101 - BEGINNING GERMAN I
Mastery of basic listening, speaking, reading, and writing skills. For beginners.
Credits: 3
Attributes: Humanities

GERM 102 - BEGINNING GERMAN II
Continuation of GERM 101.
Credits: 3
Attributes: Humanities
Prerequisites: GERM 101
Course Notes: or equiv.

GERM 201 - INTERMEDIATE GERMAN I
Review of grammar essentials and continuing practice of basic listening, speaking, reading, and writing skills. Taught in German.
Credits: 3
Attributes: Humanities
Prerequisites: GERM 102
Course Notes: or equiv.

GERM 202 - INTERMEDIATE GERMAN II
Continuation of GERM 201.
Credits: 3
Attributes: Humanities
Prerequisites: GERM 201
Course Notes: or equiv.

GERM 295 - ADVANCED ENRICHMENT
Credits: 1-3
Attributes: Humanities
HISTORY (HIST)

HIST 106 - THE UNITED STATES TO 1865
This course examines the interaction of Native Americans, Europeans, and Africans from the arrival of the British to the end of the Civil War. It emphasizes the formation and evolution of political, economic, social and religious institutions, and their role in the transformation of everyday life. The course also introduces students to the analysis of historical documents.
Credits: 3
Attributes: Humanities, Social Science

HIST 107 - THE UNITED STATES SINCE 1865
This course examines the construction of modern America and an American identity from the age of Reconstruction and the second industrial revolution to the present. It emphasizes the maturation of political, economic, social and religious institutions and their role in the transformation of everyday life. The course also introduces students to the analysis of historical documents.
Credits: 3
Attributes: Humanities, Social Science

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.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science

HIST 112 - THE WORLD SINCE 1500
This introductory level course takes a global approach to understanding the modern period, 1492 to the present. Readings and lectures will particularly privilege connections between and among Africans, Americans, Asians, and Europeans. Particular events and processes are emphasized, including the ‘discovery’ of the Americas, the advent of plantation slavery, the scientific and industrial revolutions, imperialism, the rise of global trade, the birth of nationalism, World Wars I and II, the Cold War, and decolonization struggles.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science

HIST 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.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: ENG 102

HIST 211 - WORK & PLAY IN CHICAGO HISTORY
This course explores the spatial and historical dimensions of Chicago as a workplace and site of leisure. In particular, it considers how space and place shaped class solidarity, class conflict and cross-class collaboration during a period of intense industrialization, urbanization and immigration from the late 19th through the first decades of the 20th century. Visiting sites such as Pullman Town, Hull House, along with playgrounds and parks will allow us to discover how the forces of modernity combined with individual agency to define new parameters for work and play in the growing metropolis of Chicago.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: Required off-campus field trips during class, sites accessible by walking or public transit.

HIST 223 - HISTORY OF AMERICAN BUSINESS
A survey of American business history from colonial times to the present with an emphasis on the transformation of American capitalism. The course will consider the nature of a colonial economy based on trade; the economics of slavery; industrialization; entrepreneurialism; the rise of big business; and the relationship between government, business and the economy over time. Throughout, the course will probe the intersection of class, race and gender with American business.
Credits: 3
Attributes: Humanities, Social Science

HIST 224 - HISTORY OF AMERICAN BUSINESS: 1865-1945
This course examines the economic history of the United States from Reconstruction to the Great Depression. It emphasizes the transformation of American capitalism, with an emphasis on the transformation of American capitalism. The course will consider the nature of a colonial economy based on trade; the economics of slavery; industrialization; entrepreneurialism; the rise of big business; and the relationship between government, business and the economy over time. Throughout, the course will probe the intersection of class, race and gender with American business.
Credits: 3
Attributes: Humanities, Social Science

HIST 225 - IMMIGRATION IN THE AMERICAS
This course examines the historical push and pull factors that brought Spanish-speaking peoples from the Western Hemisphere into the United States’ political boundaries. The course will place special emphasis on the role of U.S. imperialism in creating conditions that foment emigration. Students will also explore how Spanish-speaking people have adapted to and shaped U.S. society, culture, politics, and the economy.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: ENG 102

HIST 226 - LIVES AND TIMES OF FRANKLIN DELANO AND ELEANOR ROOSEVELT
This course focuses on the lives of two extraordinary individuals, for whom our university is named: Franklin and Eleanor Roosevelt. Born in the late nineteenth-century, they came of age during a period of intense reform in the 1910s as the Victorian world gave way to modern America. By the 1930s, they occupied the White House where they guided the nation through two major crises: the Great Depression and World War Two. In addition to an examination of their biographies, the course probes their ideas, marriage, politics, leadership qualities and relationship to the times in which they lived, especially the years of the Great Depression and World War Two.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: Sophomore standing

HIST 228 - AFRICAN-AMERICAN HISTORY: 1619-1877
Evolution of slavery as a social and economic institution and role of free African Americans in American society up to and during Reconstruction. See AfS 228.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: ENG 102
Course Notes: Soph. standing
HIST 229 - AFRICAN-AMERICAN HISTORY: 1877-PRESENT
Survey of the African-American experience in America with attention to culture and participation in widespread social and political movements. See Afs 229.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: ENG 102
Course Notes: Sophomore standing

HIST 233 - AMERICAN CIVIL RIGHTS
This course will interrogate the definitions, chronology, and locations of the civil rights movements in American history.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: ENG 102
Course Notes: Sophomore standing

HIST 240 - INTRODUCTION TO AFRICA
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 Afs 240.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science
Course Notes: Sophomore standing

HIST 241 - AFRICA UNDER EUROPEAN DOMINATION
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Course Notes: Sophomore standing

HIST 250 - LIVES, MEMORIES, STORIES, HISTORY
This course will introduce students to the practice of oral history, one of the most important means of preserving and celebrating the memory and history of individuals too often overlooked in the history books. Once considered a problematic, unreliable means of documenting the past, oral histories are now used extensively by those in the field of history. Moreover, scholars rely on oral history to give voice to those whose lives are not represented in conventional archives, including women, African Americans, rural dwellers, laborers, immigrants, colonized people, gays and lesbians, and other disadvantaged groups. The goal of the course is to help students in the preparation, execution, evaluation and interpretation of oral history interviews.
Credits: 3
Attributes: Grounds for Change, Humanities, Social Science, Transformational Service Learning
Prerequisites: ENG 102

HIST 280 - TOPICS IN HISTORY 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. Please click highlighted CRN for a more detailed description of this course.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: ENG 102

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.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 111

HIST 301 - HISTORY OF PUBLIC HEALTH
This course will explore the ways in which changing scientific and philosophic definitions of health and disease have framed population health concerns, such as quarantine, occupational safety, maternal health, epidemiology, and fears of contagion, both real and imagined. By focusing on the intersection of health, politics, and ideas of gender, race, class, and ethnicity, this course will adopt a comparative approach and emphasize the relationship between social context and transformations in public health practice and policy in contexts ranging from ancient Rome to twentieth-century Chicago.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 111 or HIST 112
Course Notes: or instructor’s consent

HIST 302 - RENAISSANCE & REFORMATION
Society, economics, ideas, and politics in Western European from mid-13th century to 17th-century religious wars.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 111

HIST 303 - IMMIGRATION, ETHNICITY, AND THE AMERICAN EXPERIENCE
Examination of changing trends in immigration, assimilation efforts, and immigration politics and policies.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106 or HIST 107

HIST 304 - 1960s AMERICA
This course looks in depth at the politics, foreign policy, and especially social movements that shaped the America during the decade and beyond. Politics will include an analysis of the Kennedy and Johnson Democratic administrations and the rise of Nixon and the Republicans in the late 1960s in relation to how ordinary Americans interpreted and shaped these politics. Foreign policy will include the Cuban Missile crisis, Vietnam War, and other Cold War entanglements. Protest movements will incorporate civil rights, anti-war, feminism, and Black Power movements. In looking at the history of this decade by theme and chronologically, students in this course will get an in-depth understanding on the actual history – rather than popular memory that has developed since – of a decade of fundamentally changed American identities and society.
Credits: 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.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 112
HIST 306 - THE WORLD SINCE 1945
Main currents in development of global institutions and values from 1945 to present.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science
Prerequisites: HIST 107 or HIST 112 or HIST 122

HIST 307 - HISTORY OF CHICAGO
Growth of the city and suburbs; land use and economy; changing ethnic and social components; politics and culture.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106 or HIST 107

HIST 308 - WOMEN & THE RUSSIAN REVOLUTION
This course will examine women’s struggle to expand their public role and legal rights in Russia in the half century prior to the Bolshevik Revolution in 1917. Key topics include: women’s participation in organized revolutionary movements; challenges to everyday meanings of gender, marriage, motherhood, and sexuality; and contributions to the eventual overthrow of the tsarist regime.
Credits: 3
Attributes: Humanities, International Studies, Social Science, Women Gender Studies
Prerequisites: HIST 112

HIST 310 - EUROPE FROM ABSOLUTISM - REVOLUTION
Absolutism and the Scientific Revolution; social and cultural trends; and the growth of European overseas empires.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 112 or HIST 122

HIST 311 - SOCIETY AND CULTURE OF MEDIEVAL EUROPE
Social, cultural, and political institutions in Western Europe from later Roman Empire to mid-13th century.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 112 or HIST 122

HIST 312 - TOPICS: NEWBERRY SEMINAR
An intensive interdisciplinary six-credit seminar held at the Newberry Library with students from DePaul, Loyola, UIC and Roosevelt. Drawing on the Newberry’s vast archival and book collection and on recent and established scholarship, the course focuses on an annual topic selected by two professors. Enrollment is limited to five Roosevelt students chosen by Roosevelt’s Newberry Library liaison. Course meets twice a week for three hour sessions.
Credits: 6
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: HIST 107 or HIST 229
Course Notes: Click on red CRN for course description.

HIST 314 - POLITICS & CULTURE IN AMERICAN REVOLUTION
This course will introduce students to the major ideas and events in American history from 1763 to 1800 that spurred political, cultural, and social change. We will examine the political theories that inspired Revolutionary calls for independence and the government created in its aftermath. We will also, however, consider the Revolution and its aftermath from the perspective of ordinary people, including artisans, laborers, slaves, free blacks, and women.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106

HIST 315 - COLONIAL LATIN AMERICA
This course analyzes the history of Latin America from pre-Hispanic times to the revolutions of Independence. Readings will focus on political, social and cultural historical processes, including the following topics: Amerindian societies, conquest, colonization, empire, the Atlantic World, frontiers, environmental changes, gender, race & ethnicity, slavery, administration and corruption.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science
Prerequisites: HIST 111 or HIST 112

HIST 316 - LATIN AMERICA SINCE INDEPENDENCE
Socioeconomic structures, law and politics, ideologies, growth and distribution of power and resources, religious culture, reform and revolution from independence to present.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 112 or POS 203

HIST 317 - THE FRENCH REVOLUTION & NAPOLEAN
Examination of the collapse of the Old Regime and the course of revolution; Napoleonic era; and impact of revolution on Europe and World.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 112 or HIST 122

HIST 323 - URBAN VISION: CITIES AND SUBURBS
Cultural 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.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106 or HIST 107

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.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 106 or HIST 107 or POS 201

HIST 326 - TOPICS IN AMERICAN SOCIAL HISTORY
Thematic topics in American social history, including courses focused on gender, race, region, and/or class. Please click highlighted CRN for a more detailed description of this course.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106 or HIST 107

HIST 327 - WORKING MEN & WORKING WOMEN
Development of labor organizations from 1840 to present and changing lifestyle of the laboring population.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 107 or HIST 106
Course Notes: or advisor consent.
HIST 330 - COLONIAL & REVOLUTIONARY AMERICA
Evolution of American social, economic, and political institutions in the colonial and Revolutionary eras.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106

HIST 331 - CONSTITUTIONAL HISTORY IN THE UNITED STATES
Major topics in American Constitutional development from colonial beginnings through the 20th century.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106 or HIST 107

HIST 333 - HISTORY & MEMORY OF THE CIVIL WAR
This course explores the history and political and cultural memory of the Civil War. Among the subjects to be examined include the commemoration of the dead, the place of slavery in the memory of the Civil War, disputes over the teaching of the Civil War, the role of the Confederate flag and the lost cause, changing perceptions of notable figures, and the experiences and reminiscences of regular soldiers and citizens.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106

HIST 335 - HISTORY OF NATIONALISM
Examination of content and issues surrounding one of the most important currents of modern history; basic historical methodologies.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 112

HIST 337 - HISTORY & MEMORY OF THE CIVIL WAR
This course explores the history and political and cultural memory of the Civil War. Among the subjects to be examined include the commemoration of the dead, the place of slavery in the memory of the Civil War, disputes over the teaching of the Civil War, the role of the Confederate flag and the lost cause, changing perceptions of notable figures, and the experiences and reminiscences of regular soldiers and citizens.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106

HIST 339 - HISTORY OF AMERICAN RELIGION
This course will explore the history of American religion from colonial times to the present. Topics may include the role of religion in American politics, the impact of immigration on American religious life, and the relationship between religion and political power.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106

HIST 340 - TOPICS IN EUROPEAN HISTORY
Topics may include class formations and divisions, intellectual currents, nationalism, unification, and revolutionary upheavals. Please click the highlighted CRN for a more detailed description of this course.
Credits: 1-3
Attributes: Humanities, Social Science
Prerequisites: HIST 112 or HIST 122

HIST 341 - TOPICS IN WORLD HISTORY
Asian, African, and Latin American studies; topics may include global linkages. Please click the highlighted CRN for a more detailed description of this course.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 111 or HIST 112

HIST 347 - TUDOR/STUART ENGLAND
This course will explore the history of England from the accession of Henry VII in 1485 to the so-called "Glorious Revolution" at the end of the seventeenth century. In seeking to understand the emergence of the English nation, the clash between royal and parliamentary authority, and the relationship between gender and power, we will give particular attention to the vivid personalities of English rulers and the impact of their policies on religious, social, and political life throughout the British Isles. Assigned readings will focus on the intersections between religion, rebellion, and revolution in the sixteenth and seventeenth centuries, and the ways in which ordinary Englishmen and women experienced the dynastic crises and upheaval of the period that launched England from peripheral European state to one of the wealthiest and most powerful nations of the modern era.
Credits: 3
Attributes: Humanities, International Studies, Social Science
Prerequisites: HIST 107 or HIST 111 or HIST 112

HIST 348 - SOCIAL & CULTURAL HISTORY OF MEDICINE 1500-PRESENT
This course will explore the social and cultural history of medicine in urban settings from the fifteenth century to the present and the ways in which urban culture shaped the development of the modern medicine and its practitioners. This course assumes no special technical knowledge of the biomedical sciences.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 112

HIST 350 - SEMINAR: HISTORY, MEMORY, CINEMA
The purpose of this course is to examine feature and documentary film as primary sources for the study of history and memory. Six main historical themes will be considered: war, protest and revolution, imperialism and national identity, auto/biography, everyday life, heroism. Students will study the key issues in film studies and the interaction between cinematic representations and written sources.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 280

HIST 352 - MAKING MODERN AMERICA 1880-1929
Populism, the Progressive Movement, immigration, rise of Jim Crow, nationalism, and emergence of the US as a world power.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 107

HIST 353 - AMERICA TRANSFORMED: 1929-1945
The tumultuous years from the Great Depression through World War II; emphasis on social, political, and cultural history.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 106 or HIST 107
HIST 354 - HISTORY & MEMORY OF WORLD WORLD TWO IN THE UNITED STATES AND EUROPE
This course considers the Second World War from the perspective of ordinary people, victims of oppression, resisters, collaborators, common soldiers as well as political and military leaders. It also examines the collective memory of the war—how it was and is remembered in Europe and the United States in film and popular culture. The course includes a two-week study abroad trip to Europe.
Credits: 6
Attributes: Humanities, International Studies, Social Science, Travel Based Study
Prerequisites: HIST 107 or HIST 112
Course Notes: or instructor consent., Study abroad course w/travel to The, Netherlands, France Germany required;, additional charges apply., Trip will take place in second and third weeks of May., Students must meet with instructors submit application, to Justin Osadjan (josadjan@roosevelt.edu), before registering., The cost of the trip is approximately $2,800, in addition to normal tuition rates.

HIST 355 - UNDERGRADUATE SEMINAR
Historiographical exploration and research of a select and significant topic.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 280
Course Notes: OR consent of instructor

HIST 357 - THE UNITED STATES SINCE 1945
Major issues that have shaped the US in recent decades emphasizing both domestic social and political history and foreign policy.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 107

HIST 364 - WHITE CITY & BLACK METROPOLIS
Chicago constructed the ?White City? to host the world during the 1893 Columbian Exposition. A half-century later, two prominent African American sociologists called the same city the ?Black Metropolis.? This course will interrogate the spaces between these metaphors across a century of Chicago history. Chronological topics will include: the birth of the city as ?Nature?s Metropolis?; the Chicago Fire; the Exposition; the Haymarket affair; the Great Migration and 1919 riot; ethnic neighborhood associations of the 1920s; Depression radicalism and unionism in the 1930s; the greater migration of the 1940s; housing crises during the 1950s and beyond; civil rights and Black Power; and the shift from the ?plantation politics? of Richard J. Daley in the 1960s to the election of the anti-machine candidate Harold Washington in the 1980s. Students taking this course will read secondary materials and conduct primary source research in local archives to analyze and discuss the power and construction of racial identity to better understand the rich and complex urban history of Chicago.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science

HIST 365 - BLACK CHICAGO HISTORY AND CULTURE 1770-1960
The role and impact of the African-American community on the culture, society, politics, and economy of the city of Chicago from DuSable to 1960.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science
Prerequisites: HIST 107 or HIST 228 or HIST 229 or HIST 106

HIST 366 - SOCIETY AND CULTURE IN THE ANTEBELLUM ERA
Emergence and development of a new government under the Constitution of 1787. Political re-formation from the election of Andrew Jackson to the election of Lincoln; Jacksonian Democracy; importance of slave labor and wage labor as cores of the market economy; religious-based reform; countervailing influences of nationalism and sectionalism.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 228/HIST 106

HIST 371 - MODERN & CONTEMPORARY AFRICA
The rise of nationalism; end of colonialism; rise of neo-colonialism; Cold War influences; managing the problems of independence. See Afs 371.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science
Prerequisites: HIST 112 or HIST 122 or HIST 240

HIST 373 - SCANDINAVIAN WELFARE STATE & NATIONAL IDENTITY
This course will examine the history of the comprehensive social welfare state in Scandinavia and its impact on the construction of modern national identity beginning with the historical roots of the Scandinavian welfare state through its contemporary combination of market capitalism with a broad social net driven by a “society first” mentality in the public, corporate, and private sectors. A significant part of the course is a two-week study-trip to Sweden and Finland.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 107 or HIST 122

HIST 375 - SPECIAL TOPICS: FOOD IN HISTORY
Food, in all of its aspects, is the center of human economies, social organization and culture. As such, food is intimately related to politics. From the Nineteenth Century on the modern world grew more complex through technology, global trade, the growth of business, and science knowledge among others. As a result, Americans have been drawn into larger debates about these crucial subjects. Opinions on matters ranging from social and environmental issues, immigration policies, and politics, and history have always interested to the public and have found political expression. This course surveys these matters over time: food production and environmental concerns; food economics; food processing and science; food marketing; diets and fads; labor issues and immigration; and globalization.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: HIST 121 or HIST 107

HIST 383 - HISTORY & POLITICS OF WOMEN IN THE UNITED STATES
Women in the US from colonial times to the present. Emphasis on the women's rights movement and feminism, work, family, health, and education. Issues of class, race, ethnicity.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies
Prerequisites: HIST 106 or HIST 107
HIST 384 - INTERNSHIP IN HISTORY
Internship with a local organization involving a significant history component. An internship requires working the equivalent of 8 hours/week (10 hours summer) for a total of at least 120 hours at the site of the selected organization. The student will keep a journal or log of weekly work and write a final paper that reflects upon the organization and its relationship to the history community or a particular historical subject related to his/her work. Offered in conjunction with faculty advisor, by faculty consent, and requires an advanced signed contract.
Credits: 3
Attributes: Humanities, Social Science, Transformational Service Learning
Course Notes: Consent from advisor.

HIST 391 - HISTORY OF MEXICO
Social, economic, political and cultural development of Mexican society from its pre-Hispanic roots through Spanish conquest; independence movements; the Revolution; evolution into modern Mexican society.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science
Prerequisites: HIST 111 or HIST 112

HIST 395 - INDEPENDENT STUDY
Independent course requiring faculty consent.
Credits: 1-6
Attributes: Humanities, Social Science
HONORS PROGRAM (HON)

HON 290 - WHAT IS SOCIAL JUSTICE?
What is “social justice”? This course is an historically-based and interdisciplinary introduction to alternative conceptions of social justice. Students will read selections from foundational texts, both ancient and modern. Regular writing assignments and intensive classroom discussions will help to build analytical skill sets in a variety of disciplines, from economics to political philosophy.
Credits: 3
Attributes: Honors Program, Social Justice Studies
Course Notes: Enrollment in Honors Program required

HON 300 - HONORS HUMANITIES SEMINAR
Credits: 6
Attributes: Honors Program

HON 310 - METROPOLITAN HONORS SEMINARS
Credits: 3
Prerequisites: ENG 102
Course Notes: Instr. consent; Concurr. enroll. HON 320

HON 342 - REVOLUTIONS IN SCIENCE
History of modern science in its cultural, political and technological contexts. Includes discussion of changes in scientific method and practice from late 16th century to the present.
Credits: 3
Attributes: Honors Program, Humanities, Social Science

HON 399 - HONORS SENIOR THESIS
Credits: 1-3
Attributes: Honors Program
HOSPITALITY MANAGEMENT (HOSM)

HOSM 200 - FINANCIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY
Principles of financial accounting applied to lodging and food and beverage operations, including concepts, practices, and the preparation and analysis of hospitality financial statements. Basic hospitality benchmarks of ADR, RevPar, occupancy.
Credits: 3
Prerequisites: MATH 095
Course Notes: or RUA placement

HOSM 201 - INTRODUCTION TO THE HOSPITALITY INDUSTRY
Introduction to the management of hospitality operations including history, growth and development, organizational structure, operations, sales and marketing, accounting and finance, and the fundamental role of guest services for hotels, restaurants, casinos, clubs, recreation, travel and tourism.
Credits: 3
Prerequisites: HOSM 201

HOSM 205 - HOSPITALITY MANAGEMENT SUPERVISION & ENTREPRENEURSHIP
This course provides the fundamental principles of business plan development, with areas focusing on financial management, menu mechanics, employee training and retention and staffing.
Credits: 3
Prerequisites: HOSM 201

HOSM 210 - FRONT OFFICE MANAGEMENT
Effective principles and techniques of front office operations. The flow of reservations through collection and accounting, Revenue enhancement, room inventory management, guest and city ledger, forecasting, global reservation, LEEDS building certification, PHS systems, handling guest complaints, sustainability issues, and loss inventory and revenue management.
Credits: 3
Prerequisites: HOSM 201

HOSM 211 - HUMAN RESOURCE MANAGEMENT IN THE HOSPITALITY INDUSTRY
Skills and techniques in recruiting, interviewing, supervising, staffing, and scheduling; emphasis on effective training, incentive systems, and the relationship between organizational structure and behavior.
Credits: 3
Prerequisites: HOSM 201
Course Notes: or concurrently

HOSM 230 - FOOD AND BEVERAGE MANAGEMENT
Credits: 3
Prerequisites: HOSM 201
Course Notes: or concurrently

HOSM 231 - INTRODUCTION TO MEETING AND EVENT MANAGEMENT
Corporate and association meetings, conventions, and trade and consumer shows in historical, operational, and economic perspective. The role of meeting planners within their organizations and their relationships to industry suppliers. Career opportunities introduced by industry professionals.
Credits: 3
Prerequisites: HOSM 201
Course Notes: Min grade C for Mtg/Event Credential courses.

HOSM 250 - HOSPITALITY SALES
Hospitality products, sales techniques, markets, consumers, and sales strategies including social media platforms. The role of marketing and its relationship to sales; sales as a career; the challenges of hospitality sales.
Credits: 3
Prerequisites: HOSM 201

HOSM 275 - HOSPITALITY LAW
Legal environment of the hospitality industry as it relates to the effective management of risk and prevention of loss. Topics include types of law, contracts, agency, employer/employee relationships, liability, and specific applications to lodging, food and beverage, and meeting, convention, and exposition management.
Credits: 3
Prerequisites: HOSM 201

HOSM 285 - INTERNSHIP/HOSPITALITY MANAGEMENT
Supervised learning experience in the hospitality industry; the operations of food and beverage, lodging, or meeting, convention, and exposition management organizations. Placement and Hospitality and Tourism Management learning objectives are subject to the approval of the instructor.
Credits: 3
Course Notes: Department consent

HOSM 290 - METHODS & RESEARCH IN HOSPITALITY MANAGEMENT
Introduction to basic research methods and their applications to the hospitality industry. Topics for research include issues current to the industry in food and beverage, lodging, or meeting and event management organizations.
Credits: 3
Prerequisites: HOSM 201
Course Notes: or RUA placement.

HOSM 300 - MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY
Credits: 3
Prerequisites: HOSM 200 or ACCT 210
Course Notes: or RUA placement

HOSM 302 - HOTEL OPERATIONS
Managerial perspective in hotel operations; coordination, communication, and record keeping; effective external relationships with the media and with labor unions.
Credits: 3
Course Notes: 12 sem hours in HOSM or consent.
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.
Credits: 3
Course Notes: 12SH in HOSM or consent

HOSM 304 - FACILITIES MANAGEMENT & 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.
Credits: 3
Prerequisites: HOSM 210
Course Notes: 12SH in HOSM or consent.

HOSM 311 - ORGANIZATIONAL DEVELOPMENT FOR HOSPITALITY
Sociological and psychological views of organizations, management and leadership ideology; group dynamics & self-assessment tools. Product development and service focus. The impact of social movements and government initiatives on organization practices. Includes service learning component.
Credits: 3
Prerequisites: ENG 102
Course Notes: 12SH HOSM or consent.

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 meetings and event materials, how to educate and engage attendees, examine trade shows' and exhibitions' carbon footprint, planning and ordering appropriate food and beverage choices, and methods to measure their green meeting success.
Credits: 1
Prerequisites: HOSM 231
Course Notes: Min grade C for Mtg/Event Credential courses.

HOSM 315 - APPLICATIONS & TECHNIQUES OF MEETING & EVENT MANAGEMENT
Tools needed to plan and manage successful meetings and events. Functions of meeting and event planning as defined by the Convention Industry Council are covered.
Credits: 3
Prerequisites: HOSM 231
Course Notes: Min grade C for Mtg/Event Credential courses.

HOSM 317 - ISSUES & TRENDS IN MEETING & EVENT 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.
Credits: 3
Prerequisites: HOSM 315
Course Notes: Min grade C for Mtg/Event Credential courses.

HOSM 319 - HOSPITALITY FACILITIES MARKETING, SALES, AND SERVICE
An in-depth look at the principles, trends and practices of venue marketing, sales and service management as related to meetings and events. Use of technology to organize sales, build customer relationships and communicate meeting and event details; internal department relationships to the meeting and event function; service manager’s relationship to outside vendors such as audio-visual companies, destination marketing and management companies are considered.
Credits: 3
Prerequisites: HOSM 231
Course Notes: Min grade C for Mtg/Event Credential courses.

HOSM 321 - MANAGING TOURISM, FESTS, EVENTS, & MORE
An introductory course in tourism administration using the city of Chicago as the laboratory describing how government agencies and non-governmental agencies work with the private sector to produce a spectrum of tourism destination events that bring tourists to hotels, restaurants and retail establishments; utilizing public and private transportation and other amenities. Facts and figures, organizations, sustainability concerns and operations that comprise tourism administration are studied. Prerequisites: None
Credits: 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. (3)
Credits: 3
Prerequisites: HOSM 231
Course Notes: Min grade C for Mtg/Event Credential courses.

HOSM 324 - SPECIAL EVENTS
Event research, design, planning, execution and evaluation including site selection, entertainment, catering, pyrotechnics, equipment and rental, props, floral décor and lighting. Buyers of and markets for special events.
Credits: 3
Prerequisites: HOSM 231

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.
Credits: 3
Prerequisites: HOSM 201
Course Notes: 12SH in HOSM or consent

HOSM 326 - URBAN TOURISM ADMINISTRATION
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.
Credits: 3
Prerequisites: HOSM 201
Course Notes: 12SH in HOSM or consent.
HOSM 327 - TOURISM & 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.
Credits: 3
Prerequisites: HOSM 201
Course Notes: 6 SH in HOSM

HOSM 328 - DESTINATION MARKETING
Role of marketing and sales skills of destination marketing organizations, tourism bureaus, and Convention and Visitors Bureaus in attracting tourists, business, conventions and meeting to a location. Relationship to local, regional or national government, bureau structure, staffing and governance of these organizations. Exploring careers in this sector of the hospitality industry.
Credits: 3
Prerequisites: HOSM 201
Course Notes: 12 Hours in HOSM or consent

HOSM 329 - DESTINATION CHICAGO: MANAGING GROUP TOURS
Students will become familiar with key Chicago facilities, transportation and talent/entertainment companies as well as how to organize private group tours of city attractions. Using Chicago as our laboratory, this course will explore the role of the privately owned destination management company in the Meetings and Events industry. Different from the Convention and Visitors Bureaus, these companies are hired by planners as experts in a particular city and negotiate, arrange and facilitate tours, special events, transportation, dine-arounds and other activities for the conference/group attendee. The course will study the DMC corporate structure, marketing and client relations.
Credits: 3
Prerequisites: HOSM 201
Course Notes: 12 Hours in HOSM or consent

HOSM 330 - FOOD & 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.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 331 - 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.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 332 - 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.
Credits: 3
Course Notes: 12SH in HOSM or consent

HOSM 333 - WINE, LIQUORS, 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. Bar layout and design. The complementary relationships between food and drink; new mixology techniques and sommelier service.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 334 - 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.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 335 - ADVANCED MARKETING FOR THE HOSPITALITY INDUSTRY
Issues, trends, and problems facing the contemporary hospitality manager. A different topic is covered each semester.
Credits: 3
Prerequisites: ENG 102
Course Notes: 12SH in HOSM or consent

HOSM 336 - SEMINAR IN HOSPITALITY MANAGEMENT: TECHNIQUES & PROBLEMS
Market research, positioning, marketing plan development, including the use of social media platforms and analytics, competitive analysis, promotion, advertising, and current business development techniques.
Credits: 3
Prerequisites: HOSM 201
Course Notes: 12SH in HOSM or consent

HOSM 337 - DESTINATION MARKETING
Economic role and impact of tourism nationally and internationally. Retail travel agency management and tour wholesaling.
Credits: 3
Prerequisites: HOSM 201
Course Notes: 6 SH in HOSM

HOSM 338 - DESIGN, LAYOUT, ENGINEERING FOR RESTAURANT MANAGERS
Programming and space analysis, work analysis, design and layout, engineering, equipment selection. Environmentally aware design for food and beverage facilities. CAD system design, and reading specifications plans.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 339 - MULTI-UNIT FOODSERVICE MANAGEMENT
Operation, management, and control of systems for multi-unit or chain food and beverage operations. New management information techniques and prime vendor purchasing programs.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 340 - DESIGN, LAYOUT, ENGINEERING FOR RESTAURANT MANAGERS
Programming and space analysis, work analysis, design and layout, engineering, equipment selection. Environmentally aware design for food and beverage facilities. CAD system design, and reading specifications plans.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 341 - 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.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 342 - ROYALTY STATEMENT MANAGEMENT
Spreadsheet management, word processing, and database applications in the hospitality industry; specific programs for lodging, food and beverage, and meeting, convention, and exposition management.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 343 - 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.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 344 - 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.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 345 - SEMINAR IN HOSPITALITY MANAGEMENT: TECHNIQUES & PROBLEMS
Issues, trends, and problems facing the contemporary hospitality manager. A different topic is covered each semester.
Credits: 3
Prerequisites: HOSM 201
Course Notes: 12SH in HOSM or consent

HOSM 346 - ADVANCED MARKETING FOR THE HOSPITALITY INDUSTRY
Market research, positioning, marketing plan development, including the use of social media platforms and analytics, competitive analysis, promotion, advertising, and current business development techniques.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 347 - ADVANCED MARKETING FOR THE HOSPITALITY INDUSTRY
Market research, positioning, marketing plan development, including the use of social media platforms and analytics, competitive analysis, promotion, advertising, and current business development techniques.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent

HOSM 348 - ADVANCED MARKETING FOR THE HOSPITALITY INDUSTRY
Market research, positioning, marketing plan development, including the use of social media platforms and analytics, competitive analysis, promotion, advertising, and current business development techniques.
Credits: 3
Prerequisites: HOSM 230
Course Notes: or consent
HOSM 351 - INTRODUCTION TO SPORTS AS A BUSINESS ENTERPRISE
Overview of organized sports and sports management; the role of sports in society; organized sports as an economic enterprise including basic organizational and business structure; the role hospitality plays in professional and collegiate sports. Introduction to business and marketing principles of sports hospitality, study and practice of customer service principles. Explore the spectrum of non-athletic career opportunities and various career paths available in hospitality and tourism management.
Credits: 3
Course Notes: Department consent. Sophomore standing.

HOSM 352 - SPORTS FINANCE AND BUSINESS
Economics of managing professional, amateur and collegiate sports organizations. Basic theory and concepts in finance and accounting applied to managerial control of sport organizations, forms of ownership, taxation, budgeting, fundraising, financial analysis, feasibility studies and economic impact studies. Coverage of business structures, the time value of money and ethical guidelines and issues of auditing.
Credits: 3
Prerequisites: HOSM 300 and HOSM 351 and MATH 100

HOSM 353 - SPORTS MARKETING
This course examines marketing and revenue generating areas of operation within professional sports franchises, college athletic departments, niche sport organizations and sports related consumer products, with focus on the organizational management and decision making approaches of marketing and promotions, ticket sales and corporate sales and fulfillment offices. Topics include branding and rebranding a franchise, using new media platforms to generate revenue, and the art of the successful promotion.
Credits: 3
Prerequisites: HOSM 351
Course Notes: or Dept consent

HOSM 354 - SPORTS FACILITY MANAGEMENT
The purpose of this course is to provide students with an introduction to the planning and management of sports facilities. The course will focus on elements of planning, design, and management, while examining functions related to maintenance, security, operations, and evaluation. The course will emphasize problem solving utilizing class discussions, guest speakers and facility site visitations as feasible.
Credits: 3
Prerequisites: HOSM 351

HOSM 355 - SPORTS COMMUNICATIONS, MEDIA ISSUES, & PUBLIC RELATIONS
Sports communications professionals are integral to the management, marketing and operations of sports organizations at all levels. Sports communications skills are used in careers in sports journalism, public relations, community relations, broadcasting, advertising or sales. Topics include sports journalism and public relations, legal aspects, online communications and social media, and crisis communication. Guest lecturers from the sports communication field will discuss their experiences in television, collegiate athletics, and professional sports.
Credits: 3
Prerequisites: HOSM 351
Course Notes: Department consent

HOSM 356 - SPORTS EVENT MANAGEMENT
This course examines the complexities involved with planning and managing major sporting events and their facilities. Covered in this course are management and preparations for events including crowd management, concession and alcohol management, medical emergency and evacuation plans, and housekeeping and facility design and upkeep.
Credits: 3
Prerequisites: HOSM 231 and HOSM 351

HOSM 357 - SPORTS COMMUNICATIONS RELATIONS & FAN DEVELOPMENT
Learn about all aspects of community affairs outreach in the sports industry. Students will learn how the community and fan development departments create and implement community initiatives, donation programs and fundraising activities. Areas of discussion: Game day and non-game day programs, silent auctions, general office work and planning and execution of community activities.
Credits: 3

HOSM 359 - SPORT HOSPITALITY: FAN RELATIONS
This course provides students a basic introduction to sport hospitality and marketing by probing into the art of fan relations, and learning how successful initiatives are conceptualized, executed and evaluated. This course examines local and national collegiate, professional and civic sport organizations to learn the latest concepts, methods and tools used to undertake successful fan relations. Students review traditional mediums as well as social media and “guerilla and grass roots” programs. Students will take field trips to Chicago professional sports venues providing them a unique learning laboratory to experience game days and special events where fans are cultivated in addition to classroom engagement.
Credits: 3
Course Notes: Certain activities will be complimentary. There may be a charge for other events. Each student should plan to spend, up to $100 on tickets for sporting events.

HOSM 360 - COMM FUNCT IN HOSP INDUSTRY
Written and oral communication skills in the professional hospitality environment. Effective written communication and visual presentation illustrated in business reports, letters, memos, press releases, and presentations. Survey of interview process as Hospitality and Tourism Management major form of communication.
Credits: 3
Prerequisites: ENG 102

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.
Credits: 3
Course Notes: Must be 21 years of age.

HOSM 366 - CASINO OPERATIONS & MANAGEMENT
History of the gaming industry as it applies to modern management philosophy and regulation. Hotel casino cash flow sources and mechanics of production. Analysis of slot operations, games, casino marketing, and overview of selected areas of casino management. Basic statistical applications related to casino management.
Credits: 3
Course Notes: Must be 21 yrs. of age.
HOSM 370 - MULTICULTURAL ISSUES IN HOSPITALITY MANAGEMENT
Diversity and multiculturalism are critical themes in the hospitality industry, particularly for those who prepare for management-level positions. Diversity programs, critical contemporary issues, development of competence and sensitivity.
Credits: 3
Attributes: Non-western Culture
Prerequisites: ENG 102
Course Notes: 12SH in HOSM

HOSM 385 - INTERNSHIP/HOSPITALITY MANAGEMENT
A supervised learning experience in the hospitality industry. Placement and learning objectives are subject to the approval of the instructor.
Credits: 1-6
Attributes: Transformational Service Learning
Course Notes: Department consent

HOSM 386 - INTERNSHIP/HOSPITALITY MANAGEMENT
A supervised learning experience in the hospitality industry. Placement and learning objectives are subject to the approval of the instructor.
Credits: 3
Course Notes: Department consent

HOSM 390 - SPECIAL TOPIC IN HOSM
In-depth seminars on specific topics in sustainability, including environmental literature and communication; the urban environment; sustainability and environmental history; parkland conservation; campus/institutional sustainability planning; and representations of sustainability in art, literature, film, and media.
Credits: 3
Course Notes: 12 SH of HOSM or Dept. consent.

HOSM 393 - SPECIAL TOPICS: REAL ESTATE FOR THE HOSPITALITY INDUSTRY
Special interest topics and research analysis covering all areas of hospitality management.
Credits: 3
Course Notes: 12 SH of HOSM or Dept. consent.

HOSM 395 - INDEPENDENT STUDY IN HOSPITALITY MANAGEMENT
An opportunity to gain practical experiences in areas not currently covered by the curriculum. Open only to juniors and seniors.
Credits: 1-6
Course Notes: Approval of the instructor, department director, and dean of the college. 12SH in HOSM or consent.

HOSM 399 - HOSPITALITY MANAGEMENT SENIOR PROJECT
A guided independent research project on a topic of vital interest to the student as a practicing hospitality professional. Topic chosen in consultation with the instructor.
Credits: 3
Prerequisites: ENG 102
Course Notes: HOSM students only

HOSM 399Y - THESIS COMPLETION
HOSM 399 Senior Thesis, in progress section.
Credits: 0
HUMAN RESOURCE MANAGEMENT (HRM)

HRM 311 - INTRODUCTION TO HUMAN RESOURCE 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.
Credits: 3

HRM 313 - WAGE & 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.
Credits: 3
Prerequisites: HRM 311

HRM 321 - EMPLOYMENT TECHNIQUES
Basic approach to work force management; staffing schedules; position specifications; selection process; interviewing and role-playing techniques.
Credits: 3
Prerequisites: HRM 311 and (ECON 234 or MATH 217 or PSYC 200)

HRM 331 - INDUSTRIAL RELATIONS MANAGEMENT
Survey of industrial relations. Collective bargaining, arbitration, and mediation; communication between management and labor; recent labor legislation.
Credits: 3
Prerequisites: HRM 311

HRM 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.
Credits: 3
Prerequisites: HRM 311

HRM 361 - SUPERVISION & 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.
Credits: 3
Prerequisites: HRM 311

HRM 390 - SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT
Topics of current interest in the area of Human Resource Management. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 3

HRM 395 - INDEPENDENT STUDY
Students work under the direction of a HRM/MGMT faculty member on projects selected by the student and approved by supervising faculty member, department chair, and college dean.
Credits: 1-3
Course Notes: Consent of Instructor and Academic Head

HRM 398 - PROFESSIONAL HUMAN RESOURCE MANAGEMENT INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to undergraduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent is, required by the Internship Coordinator, George Seyk, at gseyk@roosevelt.edu.
INFORMATION SYSTEMS (INFS)

INFS 330 - MANAGEMENT INFORMATION SYSTEMS
Information processing systems; information technology infrastructure; database and information management; computer networks and telecommunications; information security; enterprise applications; e-commerce; building information systems; fundamental management, strategic, and organizational issues in the use of information systems.
Credits: 3

INFS 390 - SPECIAL TOPICS IN INFORMATION SYSTEMS
Topics of current interest in the area of Information Systems Management. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 3
Prerequisites: MGMT 300
Course Notes: or consent

INFS 395 - INDEPENDENT STUDY
Students work under the direction of an INFS department faculty member on projects selected by the student and approved by supervising faculty member, department chair, and college dean.
Credits: 1-3
Course Notes: Consent of Instructor and Academic Head

INFS 398 - PROFESSIONAL INFORMATION SYSTEMS INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to undergraduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent, is required by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu.
INTEGRATED MARKETING COMM (IMC)

IMC 150 - MEDIACULTURE
Considering the effects of society on media and media on society. This course will focus each semester on a different topic exploring and exposing the possibilities and issues of the ongoing relationship between media and society.

Credits: 3
Attributes: Social Science
Course Notes: Open to freshman. JOUR, IMC, and COMM majors cannot use 100, level courses as their major electives.

IMC 202 - IMC PRINCIPLES/BEST PRACTICES
Introduction to methods of IMC. Survey the full range of marketing communication tools including advertising, public relations, sales promotion, direct response, event, sponsorship, and customer management. Emphasis on "idea-centric" planning for appropriate IMC channels.

Credits: 3
Prerequisites: COMM 201, JOUR 201
Course Notes: May be taken concurrently with COMM 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.

Credits: 4
Prerequisites: JOUR 201 or COMM 201

IMC 240 - IMC RESEARCH
Research techniques for advertising, journalism, professional communication and public relations for measuring audience attitudes, interests, and opinions. Focus on selecting appropriate research methods/techniques; gathering primary and secondary data; analyzing, interpreting, reporting, and applying data in social, commercial, and political environments. Includes researching information on computerized databases and the Internet.

Credits: 3
Prerequisites: JOUR 201 or COMM 201

IMC 243 - VISUAL COMMUNICATION
Overview of the visual arts in marketing communication. Class will cover the 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.

Credits: 3
Prerequisites: COMM 201, JOUR 201

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 PR materials.

Credits: 3
Prerequisites: (IMC 202) and IMC 220 or JOUR 220
Course Notes: or consent

IMC 303 - FUNDAMENTALS OF ADVERTISING
Overview of advertising principles and practice. Examination of the various domains in advertising (research, account management, and media planning and creative) as well as understanding the process and production of marketing communication in print, TV, web, and interactive.

Credits: 3
Prerequisites: (IMC 202) and IMC 220 or JOUR 220
Course Notes: or consent

IMC 340 - MEDIA RELATIONS
This class is intended to demonstrate appropriate use of media to meet specific client objectives. Material covered will include media relations, product promotion, and crisis communication. This course will also cover current issues relevant to the field.

Credits: 3
Prerequisites: IMC 302

IMC 343 - REPUTATION MANAGEMENT
Course will cover a broad range of topics-stakeholder relations, developing strategic messages, how to organize a press conference and press briefing, manage internal issues as well as employee relations-required to manage brand equity in today's marketplace.

Credits: 3
Prerequisites: IMC 302

IMC 344 - BRAND MANAGEMENT
Emphasis will be on broad brand building strategies and tactics for clients and agencies. Course will also examine financial aspects of client/agency relationships, personnel management and effective leadership techniques.

Credits: 3
Prerequisites: IMC 302 and IMC 303

IMC 345 - ADVERTISING MEDIA
Applications in media planning for IMC. Course examines the media planning process from objectives and strategies to tactics, budgeting, and plan execution. Class will also cover media selling and buying, as well as using syndicated media research.

Credits: 3
Prerequisites: IMC 303

IMC 347 - IMC CAMPAIGNS
Project-based capstone course, where students working in teams, create a unique and integrated brand campaign. Course will cover situational analysis, audience research, key strategic decision, and creative development. Focus will be on incorporating both advertising and public relations tactics together with IMC methods.

Credits: 3
Attributes: Transformational Service Learning
Prerequisites: IMC 302 and IMC 303
Course Notes: All core required IMC courses.

IMC 349 - ADVERTISING PORTFOLIO I
Introduction to computer graphics programs (with a focus on InDesign) coupled with creative concept development. Covers techniques for "concepting" (idea generation) as well as fundamentals of art direction and copywriting.

Credits: 3
Prerequisites: IMC 303
IMC 350 - ADVERTISING PORTFOLIO II
Students selected on the basis of performance in the IMC 349 Portfolio I. In this class, students will be expected to complete five campaigns, which will be reviewed by outside advertising creatives. Course work will cover both advanced art direction and copywriting techniques.
Credits: 3
Prerequisites: IMC 349
Course Notes: Registration subject to instruction approval.

IMC 353 - MULTICULTURAL MARKETING COMMUNICATIONS
Issues of globalism and domestic cultural diversity and their impact on IMC values. Focus on values, behaviors, and underlying assumptions related to verbal and visual communications strategies. Case studies of IMC campaigns directed towards culturally specific domestic and international audiences.
Credits: 3
Attributes: Non-western Culture
Prerequisites: ENG 102
Course Notes: Sophomore Standing.

IMC 357 - MAGAZINE PRODUCTION
Research, writing, design, and production of magazine. Students learn the use of Adobe InDesign for page layout and creation of a magazine prototype.
Credits: 3
Prerequisites: CRWR 153 or IMC 220 or JOUR 220

IMC 362 - DIGITAL/SOCIAL MARKETING COMMUNICATIONS
An exploration of Social Media (Facebook, Snapchat, Twitter, Instagram, Pinterest, blogs, and more) and their ever increasing role within the communications landscape. A mix of lectures, readings, presentations by Social Media practitioners, and analyses of a wide range of corporate Social Media participation, leading to student efforts to incorporate Social Media into a fully Integrated Marketing Communications program.
Credits: 3
Prerequisites: IMC 302 and IMC 303

IMC 363 - LAW AND ETHICS
First amendment rights and responsibilities; along with issues related to libel and slander. Class will also cover restrictions on print and broadcast media, a well as criteria for ethical decision-making by IMC professionals. Also listed as JOUR 363.
Credits: 3
Prerequisites: JOUR 220 or IMC 220

IMC 365 - BRAND STORYTELLING
The exciting and rapidly expanding field of content marketing. The variety and styles of content marketing including big brands, niche storytelling, video events, and nonprofit research papers. All content marketing requires excellent reporting and writing skills. Students will practice developing story ideas with particular brands and audiences in mind, and for several different platforms including the web, social media, and a customer magazine; in-depth research, reporting, and interviews; and will learn how to tell a nonfiction story and to be cognizant of diversity, cultural awareness, and fairness issues in branded reporting, design, and editing.
Credits: 3
Prerequisites: IMC 220

IMC 373 - EXAMINING MEDIA ETHICS
An investigation of mass-mediated communication, and information as a mass commodity, on values, particularly the value of truth. In an age of information glut, where every possible point of view is represented, all points of view appear to have the same value. Having "values" demands the evaluation of ideas—seeing which ones are "better" than others. This course seeks to help the student find certainty in a culture of confusion.
Credits: 3
Prerequisites: ENG 102
Course Notes: Sophomore Standing or higher.

IMC 374 - CRISIS COMMUNICATION
Course focuses on understanding the variety of crises that threaten and affect organizations and/or brands and the integrated activities that organizations employ to address and minimize crises; understanding the life cycle of crises as well as strategies and tactics; gaining familiarity with stakeholders and methods used to offset threatening activity.
Credits: 3
Prerequisites: IMC 220 and IMC 302

IMC 381 - INTERNATIONAL MARKETING CULTURES: CHINA
Course consists of a 12-14-day study excursion abroad. Students will engage in a focused, intensive, university- and culturally-based learning experience. Participate in lectures/ discussions conducted both by RU and host-institution faculty, make site visits to a specific businesses/ organizations, the agencies providing its marketing communications services, and other relevant locations to examine the character and scope of consumers and IMC practices in the featured country.
Credits: 3
Attributes: Travel Based Study
Prerequisites: IMC 202 or MKTG 302
Course Notes: Faculty-led International Travel.

IMC 386 - LEADING EDGE OF MARKETING COMM
Designed to enhance student preparation for careers in various Media Marketing and IMC fields. This two-week summer intensive course includes one week of travel to meet with leading IMC professionals in New York followed by one week of in-class group work developing brand engagement programs using leading edge marketing communications tools and techniques.
Credits: 3
Attributes: Travel Based Study
Prerequisites: IMC 202 or MKTG 302
Course Notes: This is a faculty-led travel course. Click red CRN for detailed course description.

IMC 389 - PRINCIPLES OF INTERNET MCOM
Case studies expose the theory and practice behind current web, intranet, and interactive marketing strategies. All tools and techniques of this and other emerging technologies. Hands-on experience with computer applications. Internet and Intranet applications, fundamentals of web site design, and multimedia presentations.
Credits: 3
Prerequisites: IMC 220

IMC 390 - SPECIAL TOPICS IN IMC
Course content varies by semester but will always focus on issues relevant to the marketing communication community.
Credits: 3
Prerequisites: IMC 202 and IMC 220
IMC 391 - INTERNATIONAL IMC STUDY EXPERIENCE
IMC 391 is designed to significantly enhance student preparation for careers in the various IMC fields in the age of globalism. Each 3 credit-hour course consists of a 10- (to 14) day study excursion to a country abroad during which students will engage in a focused, university-based learning experience. Students will participate in lectures/ discussions conducted both by RU and host-institution faculty on cultural-, industry-, and market-related topics, as well as make site visits to a specific business/organization, the agencies providing its marketing communications services, and other relevant locations to examine the character and scope of IMC practice in the featured country. To demonstrate their learning, students will produce a case study. Attendance at a pre-excursion session is required of all students.
Credits: 3
Attributes: Travel Based Study, Transformational Service Learning
Prerequisites: IMC 202 or MKTG 302
Course Notes: Click red CRN for details on this, International travel course

IMC 393 - IMC PRACTICUM
Designed for students who cannot complete traditional internships. Possible hands-on projects include projects developed by students for their employers. Chair approval required. Discuss proposals with the department chair.
Credits: 3
Prerequisites: IMC 302 and IMC 303
Course Notes: Chair consent.

IMC 395 - INDEPENDENT STUDY
Credits: 1-3

IMC 399 - INTERNSHIP IN IMC
Professional in-service training with an advertising, public relations, media or marketing entity. See advisor for internship syllabus.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: IMC 302 and IMC 303
Course Notes: 3 additional core IMC courses required.

IMC 399Y - IMC INTERNSHIP EXTENSION
This is an extension registration available only to select students. Only students who are currently carrying over registration (with an "I" or "IP" grade) for the for-credit IMC 399 IMC Internship course who need to extend the registration to complete the internship work. Registration for this IMC 399Y course requires an individual section registration form completed and signed by the student AND the Chair of the Department of Communication.
Credits: 0
INTERNATIONAL FIRST YEAR (IFY)

IFY 001 - PRE-EAP
This is a content-based course designed to help students understand their current abilities to listen to and speak English and to provide assistance and practices to facilitate development of these skills that will promote success in their studies at the next level. Students will be required to listen to both short and long lectures to practice detecting the speaker's intonations and attitudes in addition to comprehending details and facts. Students will have opportunities to practice both short and long extemporaneous and researched speeches to develop their speaking fluency. Students will also practice interpreting, maintaining the floor, and adding speech to another speaker's ideas on the spot.
Credits: 3

IFY 011 - READING I
This is a content-based intermediate reading course for English Language Learners who have begun the process of integration into an American university setting. In this course, students will learn and apply the reading skills essential for academic learning, inquiry, and discourse in the context of authentic academic reading tasks. Students will work to build fluency, comprehension, and vocabulary skills through extensive and intensive reading tasks of increasing complexity. Contemporary academic and literary texts will be used to develop students' critical reading and vocabulary, writing, listening, and speaking skills.
Credits: 3

IFY 012 - READING AND WRITING II
This is a high intermediate literature-based course for English language learners who have begun the process of integration into an American University setting. In this course, students will learn and apply the reading and writing skills essential for academic learning, inquiry, and discourse in the context of authentic academic reading and writing tasks. This course offers a hands-on workshop approach to authentic reading and writing tasks and includes teacher modeling, coaching, and feedback to students throughout the reading and writing processes. Contemporary academic and literary texts will be used to develop students' critical reading and vocabulary, writing, listening, and speaking skills. When possible, materials from courses the students are taking will reinforce basic language skills and improve the fluency and accuracy of written English. This course builds on students' prior knowledge to reinforce basic language skills and improve the fluency and accuracy of intermediate-level students.
Credits: 3

IFY 021 - WRITING I
This is an intermediate composition course for English Language Learners who are preparing to enter an American university setting. In this course students will learn and apply the reading and writing skills essential for academic learning, inquiry, and discourse in the context of authentic academic writing and rhetorical tasks. This course offers a hands-on workshop approach to authentic reading and writing tasks and includes teacher modeling, coaching, and feedback to students throughout the writing process.
Credits: 3

IFY 031 - LISTENING AND SPEAKING I
This course provides short and focused activities to help English Language Learners improve their listening and speaking skills. It includes practice in both mastering the larger message and key words, phrases and specific sounds to assist students in developing better speaking and comprehension skills. Students will practice dictation using dialogues, development listening strategies, as well as practice speaking in small groups and individually.
Credits: 3

IFY 032 - LISTENING AND SPEAKING II
Listening and Speaking II focuses on the comprehension of oral lectures in a variety of liberal arts disciplines. You will learn how to be prepared for lectures, how to listen better during lectures, and how to recognize what you missed in a lecture. There is a strong emphasis on note-taking strategies and class discussions on the lecture. Wherever possible, recordings of authentic university lectures will be used. Speaking focuses on the clear pronunciation of common words and phrases and continues the development of English pronunciation patterns of stress and intonation. Students will practice English speaking skills in different settings utilizing a variety of online and interactive tools through classroom activities, debates and presentations.
Credits: 3

IFY 033 - LISTENING AND SPEAKING III
Instruction in this Listening and Speaking III course is designed to help students understand their current abilities to listen to and to speak English and to provide assistance and practices to facilitate development of these skills that will promote success in their studies at the next level. Students will be required to listen to both short and long lectures to practice detecting the speaker's intonations and attitudes in addition to comprehending details and facts. Students will gain experience listening to multiple native speakers at the same time. Students will have opportunities to practice both short and long extemporaneous and researched speeches to develop their speaking fluency. Students will also practice interpreting, maintaining the floor, and adding speech to another speakers ideas on the spot.
Credits: 3

IFY 041 - GRAMMAR I
This course aims to build students' confidence in their spoken and written English. This course builds on students' prior knowledge to reinforce basic language skills and improve the fluency and accuracy of intermediate-level students.
Credits: 3
IFY 042 - GRAMMAR II
The instruction in Grammar II is designed to build students’ abilities to speak and write English effectively. This course builds on students’ prior knowledge to reinforce basic language skills and improve the fluency and accuracy of high intermediate-level students. High-interest, academic content area reading lessons, as well as spoken and written assignments keep students involved as they learn and practice the various parts of speech and sentence construction.
Credits: 3

IFY 043 - GRAMMAR III
This course aims to build students’ capabilities in their spoken and written English. This course builds on students’ prior knowledge to reinforce language skills and improve the fluency and accuracy of advanced-level students.
Credits: 3

IFY 051 - COLLEGE LIFE I
Instruction in the College Life I course is designed to familiarize students with the services and resources of Roosevelt University and to assist students in developing the study skills and self-management strategies that will facilitate academic success and personal growth. The primary goal of the course is to facilitate each student’s academic success and personal growth by presenting study and self-management skills, and by exploring issues and ideas of importance in the college experience. The course combines classroom lectures, activities, and discussions with class visits to campus agencies for orientation and visits by representatives of campus departments.
Credits: 3

IFY 071 - CRITICAL THINKING I
Instruction in this Critical Thinking I course is designed to help students understand the processes and to develop the necessary skills to interpret, analyze and evaluate ideas and arguments. These skills will be developed by teaching them explicitly and directly rather than indirectly. Students will be exposed to analyzing reasoning and to developing their own arguments. A requirement will be imposed on all students to keep a critical thinking notebook to help them track their progress by answering questions as they are set. Because critical thinking involves attempting to change the ways in which people think, students will be given comprehensive practice and feedback.
Credits: 3

IFY 072 - CRITICAL THINKING II
This course continues the objectives achieved in Critical Thinking I by exploring the process of thinking critically and further guiding international students in thinking more clearly, insightfully and effectively. This course will explore the field of critical thinking from an international perspective, explaining how various cultures define such concepts as effective thinking, problem solving, logical reasoning, issue analysis, and knowledge. Students will develop a rich and culturally diverse understanding of the critical thinking process. They will enhance their own critical thinking abilities by analyzing varied cultural perspectives on events in the world around them. Because the aim of critical thinking is to deepen your skills at everyday kinds of reasoning, the primary learning goals for this course are focused on expanding your capabilities for: • Understanding the logical structures of the primary classes of arguments used in the everyday contexts of life; • Analyzing arguments within these classes for their strengths and weaknesses; • Recognizing common fallacies in reasoning, including reasoning involving determining probabilities; • Constructing good arguments using principles of informal reasoning; • Reflecting on your own thinking practices; and • Listening to the arguments of others without prejudging these arguments in advance.
Credits: 3
IPM 012 - READING AND WRITING II
This is a high intermediate literature-based course for English language learners who have begun the process of integration into an American University setting. In this course, students will learn and apply the reading and writing skills essential for academic learning, inquiry, and discourse in the context of authentic academic reading and writing tasks. This course offers a hands-on workshop approach to authentic reading and writing tasks and includes teacher modeling, coaching, and feedback to students throughout the reading and writing processes. Contemporary academic and literary texts will be used to develop students’ critical reading and vocabulary, writing, listening, and speaking skills. When possible, materials from courses the students are taking will be integrated into classroom activities and assignments. This course is cross-listed with IFY012. Graduate students will have additional course requirements.
Credits: 3

IPM 013 - READING AND WRITING III
This course is designed to help students understand their current abilities to read to and to write English and to provide assistance and practices to facilitate development of these skills that will promote success in their studies at the next level. Students will be required to read to both short and long selections to practice determining the writer’s intended message in addition to comprehending details and facts. Students will be provided opportunities to improve their abilities to express understandings and ideas in academic writings while critiquing the works of others. Students will write research papers to become familiar with aspects of conducting research and following APA guidelines to produce academically acceptable papers. This course is cross-listed with IFY013. Graduate students will have additional course requirements.
Credits: 3

IPM 032 - LISTENING AND SPEAKING II
Listening and Speaking II focuses on the comprehension of oral lectures in a variety of liberal arts disciplines. You will learn how to be prepared for lectures, how to listen better during lectures, and how to recognize what you missed in a lecture. There is a strong emphasis on note-taking strategies and class discussions on the lecture. Wherever possible, recordings of authentic university lectures will be used. Speaking focuses on the clear pronunciation of common words and phrases and continues the development of English pronunciation patterns of stress and intonation. Students will practice English speaking skills in different settings utilizing a variety of online and interactive tools through classroom activities, debates, and presentations. This course is cross-listed with IFY032. Graduate students will have additional course requirements.
Credits: 3

IPM 033 - LISTENING AND SPEAKING III
Instruction in this Listening and Speaking III course is designed to help students understand their current abilities to listen to and to speak English and to provide assistance and practices to facilitate development of these skills that will promote success in their studies at the next level. Students will be required to listen to both short and long lectures to practice detecting the speaker’s intonations and attitudes in addition to comprehending details and facts. Students will gain experience listening to multiple native speakers at the same time. Students will have opportunities to practice both short and long extemporaneous and researched speeches to develop their speaking fluency. Students will also practice interpreting, maintaining the floor, and adding speech to another speaker’s ideas on the spot. This course is cross-listed with IFY033. Graduate students will have additional course requirements.
Credits: 3

IPM 042 - GRAMMAR II
The instruction in Grammar II is designed to build students’ abilities to speak and write English effectively. This course builds on students’ prior knowledge to reinforce basic language skills and improve the fluency and accuracy of high intermediate-level students. High-interest, academic content area reading lessons, as well as spoken and written assignments keep students involved as they learn and practice the various parts of speech and sentence construction. This course is cross-listed with IFY042. Graduate students will have additional course requirements.
Credits: 3

IPM 043 - GRAMMAR III
This course aims to build students’ capabilities in their spoken and written English. This course builds on students’ prior knowledge to reinforce language skills and improve the fluency and accuracy of advanced-level students. This course is cross-listed with IFY043. Graduate students will have additional course requirements.
Credits: 3

IPM 061 - UNITED STATES CULTURE I
This course will offer English Language Learners a means for analyzing and evaluating complex social issues and relate these issues specifically to the social and moral landscape of the United States. This course provides a survey of theoretical frameworks for the interpretation of US culture over time and involves interdisciplinary study of the US cultural history from early colonial encounters to the present day. The term, “culture,” as used in this course, means the ways in which Americans understand themselves and interact with each other and their environment. It includes their institutions as well as their literature, family structures, their politics and economics, work, habits, rituals, values and beliefs. Because of the social diversity of “Americans”, the study of culture in the United States refers to many cultures and must ask how this diversity coexists with national identity. This course teaches critical thinking skills, methods for cultural observation, and graduate-level inquiry and research methods. The course has three main purposes: (1) to familiarize international students with the dissimilar ways that various disciplines study culture; (2) to give them a broad knowledge of various facets of American culture; and (3) to develop a more sophisticated understanding of one aspect of American culture through the completion of a 7- to 10-page final research paper.
Credits: 3
IPM 062 - UNITED STATES CULTURE II
This course will continue the objectives achieved in US Culture I by offering English Language Learners a means for continuing their analysis and evaluation of the complex social and moral issues that are specific to the culture of the United States. This course specifically focuses on current debates in American Studies by examining a number of culturally and politically relevant topics in greater detail. Topics include the following: Debates about the crises of destabilizing climate change and rising competition for energy resources; the future attainability of the “American Dream” and debates about what “success” means and who has access to this; Public Education Reform and debates about Testing, Learning Outcomes and Teacher Accountability; cross cultural comparisons of health care systems and debates about whether or not the current entitlement programs sustainable for future generations and in what form? The course examines the ways in which varying disciplines make meaning of world issues and common social problems and puts specific modes of inquiry into practice. Students learn how to seek, produce, and evaluate different forms of evidence and how to shape this evidence in the direction of a broader project consisting of the completion of a 15- to 20-page final research paper.
Credits: 3

IPM 071 - CRITICAL THINKING I
Instruction in this Critical Thinking I course is designed to help students understand the processes and to develop the necessary skills to interpret, analyze and evaluate ideas and arguments. These skills will be developed by teaching them explicitly and directly rather than indirectly. Students will be exposed to analyzing reasoning and to developing their own arguments. A requirement will be imposed on all students to keep a critical thinking notebook to help them track their progress by answering questions as they are set. Because critical thinking involves attempting to change the ways in which people think, students will be given comprehensive practice and feedback. This course is cross-listed with IFY 071. Graduate students will have additional course requirements.
Credits: 3

IPM 072 - CRITICAL THINKING II
This course continues the objectives achieved in Critical Thinking I by exploring the process of thinking critically and further guiding international students in thinking more clearly, insightfully and effectively. This course will explore the field of critical thinking from an international perspective, explaining how various cultures define such concepts as effective thinking, problem solving, logical reasoning, issue analysis, and knowledge. Students will develop a rich and culturally diverse understanding of the critical thinking process. They will enhance their own critical thinking abilities by analyzing varied cultural perspectives on events in the world around them. Because the aim of critical thinking is to deepen your skills at everyday kinds of reasoning, the primary learning goals for this course are focused on expanding your capabilities for: • Understanding the logical structures of the primary classes of arguments used in the everyday contexts of life; • Analyzing arguments within these classes for their strengths and weaknesses; • Recognizing common fallacies in reasoning, including reasoning involving determining probabilities; • Constructing good arguments using principles of informal reasoning; • Reflecting on your own thinking practices; and • Listening to the arguments of others without prejudging these arguments in advance. This course is cross-listed with IFY072. Graduate students will have additional course requirements.
Credits: 3

IPM 090 - GRE/GMAT PREP COURSE
This course is designed to help prepare students for success on both the GRE and GMAT exams. We will review math, verbal, and critical thinking skills, and learn strategies for approaching the question types. The course will incorporate lecture, note-taking, class discussion, class exercises, homework, quizzes, and a full-length practice test.
Credits: 0
ITALIAN (ITAL)

ITAL 101 - BEGINNING ITALIAN I
Mastery of basic language skills of listening, speaking, reading, and writing. For beginners.
Credits: 3
Attributes: Humanities

ITAL 102 - BEGINNING ITALIAN II
Continuation of Ital 101.
Credits: 3
Prerequisites: ITAL 101
Course Notes: or equiv.

ITAL 201 - INTERMEDIATE ITALIAN I
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.
Credits: 3
Prerequisites: ITAL 102
Course Notes: or equiv.

ITAL 202 - INTERMEDIATE ITALIAN II
Continuation of Ital 201.
Credits: 3
Prerequisites: ITAL 201
Course Notes: or equiv.
JOURNALISM (JOUR)

JOUR 150 - MEDIA TODAY
Considering the effects of society on media and media on society. This course will focus each semester on a different topic exploring and exposing the possibilities and issues of the ongoing relationship between media and society.
Credits: 3
Attributes: Social Science
Course Notes: Open to freshmen. JOUR, IMC, and COMM majors cannot use, 100-level JOUR courses as their major electives.

JOUR 201 - COMMUNICATION IN THE INFORMATION AGE
Prerequisite course for journalism, public relations, and integrated communications (advertising) majors. Overview of print and broadcast journalism, public relations and advertising; emphasis on the role and effects of media in society. The transformation of mass communication resulting from the development, diffusion, and convergence of new technologies.
Credits: 3
Attributes: Social Science
Prerequisites: JOUR 201 or COMM 201

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.
Credits: 3
Prerequisites: JOUR 219 or COMM 201

JOUR 219 - ESSENTIAL MULTIMEDIA SKILLS
Language essentials; terminology of media professions; computer systems for communication, writing, analysis, and illustration; Internet research; basics of digital video production. Required for students who begin journalism major in Fall 2003 or later. Recommended as elective for others.
Credits: 3
Prerequisites: COMM 201
Course Notes: or concurrent.

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.
Credits: 4
Prerequisites: COMM 201
Course Notes: class includes lab

JOUR 248 - TOP: IN JOURNALISM TODAY
This is a special topics course designed to explore the history and perspective of cultural events all leading up to the practice of reporting on such events for the general media. Topics will rotate for this course and the individual topic in any given term will be explained in the term-specific course description which can be seen by clicking on the Red CRN.
Credits: 3
Prerequisites: ENG 102
Course Notes: Click the Red CRN for a term-specific course description

JOUR 250 - JOURNALISM AND SOCIAL CHANGE
Looking at investigative journalism and its impact on society; its social justice and watchdog roles, the diversity of its practitioners, the connection of investigative reporting to political movements, and the many different media that can handle investigative material. Readings in the work of journalists; how journalists find stories and report them. Considering common issues: story complications, ethical and legal questions, and the role of narrative and style in investigative work.
Credits: 3
Attributes: Grounds for Change, Social Justice Studies, Transformational Service Learning
Prerequisites: ENG 102

A journalist's perspective on the history of Chicago politics, industry, commerce and the human condition. Looking at government in Chicago from about 1860 to early 1950s with focus on the problems of diversity, finance, construction and corruption. Looking closely at the history of the mayors and key business people buried at Graceland Cemetery and elsewhere. A graveside examination of Chicago history. Considering city issues such as violence aimed at infants, coping with the demands and frustrations of a vast immigrant community, the conflict between German and English speakers in the 19th century, corruption and the great fire, Jane Addams and good intentions. What does the city's history in addressing these problems tell us about how we can approach an array of modern challenges?
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 102 and MATH 110
Course Notes: Students in this course are required to participate in, two Friday morning off-campus excursions, during the semester.

JOUR 295 - INDEPENDENT STUDY
A limited availability course as determined in consultation with the department chair. Requirements and credits vary case-by-case depending students’ work.
Credits: 1-3
Prerequisites: JOUR 220
Course Notes: Chair consent required.

JOUR 305 - NEWS VIDEO PRODUCTION
This course will introduce students to the technology and techniques necessary to bring news reports to life in video for use on news websites or an array of other news media outlets. Students will learn how to collect, edit and present broadcast quality videos to complement news reports across a variety of subjects.
Credits: 3
Prerequisites: JOUR 220 or IMC 220
Course Notes: JOUR 219 recommended.

JOUR 307 - DOCUMENTARY VIDEO STORYTELLING
A beginning course in documentary storytelling, including planning the project, shooting video, editing and completion of the project.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: JOUR 220 or IMC 220

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.
Credits: 3
Prerequisites: JOUR 220
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.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: JOUR 220 or IMC 220
Course Notes: Should be taken in the term following Journalism 220, Media Writing or in the next term offered

JOUR 320 - NEWS REPORTING III
Credits: 3
Prerequisites: JOUR 220

JOUR 321 - PHOTOBUILD HISTORY & PRACTICE
History and practice of the photobook. Students will photograph a major subject over the course of the semester, edit the photographs, and layout and publish a photobook. Basic Photoshop, camera technique, and the history of the photobook will also be covered. Both film and digital cameras can be used for the course.
Credits: 3
Prerequisites: JOUR 201 or COMM 201
Course Notes: Instr. consent

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.
Credits: 3
Prerequisites: JOUR 220

JOUR 323 - TELEVISION: ISSUES AND ART
Television as a social force; controls exercised by regulatory agencies, station owners, and public; TV as a popular art form; its history and program genres.
Credits: 3
Prerequisites: JOUR 220
Course Notes: One additional JOUR or SPCH course is required.

JOUR 325 - PHOTOGRAPHY
Introduction to black and white film-based photography. Basic camera and darkroom techniques. Cameras provided by the department. Students provide some supplies.
Credits: 3

JOUR 328 - DOCUMENTARY PHOTO
An exploration of documentary photography consisting of camera usage, shooting assignments, slide lectures, and computer work using Photoshop. No previous photography experience required. Cameras will be provided for the semester. This course will introduce the computer as a powerful tool for the photographer. We will discuss the ethical, philosophical and practical considerations regarding digital imaging. We will be using flat-bed scanners, 35mm slide and negative scanners, and digital cameras for inputting images into the computer. Adobe Photoshop will be our primary imaging program.
Credits: 3
Prerequisites: JOUR 201 or COMM 201

JOUR 329 - PERSONAL MEMOIR WRITING
Credits: 3
Prerequisites: JOUR 355 or JOUR 322

JOUR 330 - IPHONEOGRAPHY AND THE DEMOCRATIC CAMERA
Everyone is a photographer and cameraphones are everywhere. This course will explore the creative and ethical implications of using the iPhone as an artistic and journalistic tool. Students must have an iPhone 5 or newer to enroll in the course, and will be expected to download various photography apps for use in the class. We will use the iPhone to create, edit, and post photographic work online. Students will learn a new set of photographic standards, applications, and practices through individual and group shooting assignments, readings, examples of contemporary photographic work, and excursions to galleries and museums.
Credits: 3
Prerequisites: JOUR 201 or COMM 201
Course Notes: Students must have their own iPhone 5S, or newer for use in this class.

JOUR 334 - WRITING FOR RADIO
Writing news stories for radio broadcasts: writing practice on deadline, working with audio, broadcast writing style.
Credits: 3
Prerequisites: JOUR 220 or IMC 220

JOUR 335 - THE NEWS GRINDER
Journalism deadlines happen a couple of times each minute. The confusion caused by the speeding up of pace is overwhelming, not only for journalists, but for people who want to keep up, too. The challenge of getting your arms around information is so big that most people cannot undertake it themselves. This course works in an intensive format to help on both fronts.
Credits: 3
Prerequisites: JOUR 220
Course Notes: or consent

JOUR 336 - TOPICS IN JOURNALISTIC WRITING
This is a special topics class dealing with specialty practice fields of journalistic writing. Topics to be offered in any particular semester may include areas such as Food Writing, Travel Writing, Sports Writing, Business Writing, or Science Writing. For a specific course description, click the link for the Course Reference Number.
Credits: 3
Prerequisites: JOUR 220

JOUR 339 - WRITING NONFICTION: THE DOCUMENTARY AESTHETIC
Course will examine the influence of the documentary aesthetic on American literature and consider, as well, the problems of documentary, the questions of representation and ethics that haunt it. Study of what the documentary tradition can give to contemporary nonfiction, how today's writers can transform documentary to suit their times and their purposes. Students are expected to complete a polished piece of documentary nonfiction and a critical paper.
Credits: 3
Prerequisites: JOUR 220 or IMC 220 or ENG 153

JOUR 342 - POLITICS AND MEDIA
A blend of theory and practice focusing on how the media cover politics; how politicians, special interest groups, and political parties attempt to influence the media; and how politicians and issue advocacy groups use advertising to take their message directly to voters. Emphasis on the interplay among media, candidates, and special interest groups and the effect of today's political campaigns on society and democracy; use of polls and focus groups to drive message; the future of campaign finance reform.
Credits: 3
Prerequisites: JOUR 220 or IMC 220 or BCOM 301
JOUR 343 - PRODUCING THE DOCUMENTARY PHOTOGRAPHY EXHIBITION
Conceptualizing, editing, and producing a documentary photography exhibition using student and/or professional work. Working together, students will generate ideas for an exhibition in the Gage Gallery, locate/produce work, and install the project in the gallery. The class will focus on the practice of curating a photography exhibition, which will include developing a theme and choosing work, writing statements/artist biographies, and promoting the exhibit to the community.
Credits: 3
Prerequisites: JOUR 220
Course Notes: Sophomore Standing.

JOUR 344 - PROMOTIONAL VIDEO PRODUCTION
A step-by-step, hands-on tutorial on video production techniques for the advocacy of ideas and products. Students will learn how to research a topic, write about it, interview participants, shoot video footage and edit it into an effective and attractive package that promotes an idea, cause, product or service.
Credits: 3
Prerequisites: JOUR 219 or JOUR 220

JOUR 345 - WRITING FOR NEWSLETTERS
Skills course focused on information gathering and writing skills for newsletters.
Credits: 3
Prerequisites: JOUR 220

JOUR 346 - NEWSLETTER PUBLISHING
Audience research, budget planning, and production overview for newsletters, both print and online, whether they are strictly journalistic entities, promotional arms of business or adjuncts to organizations. Students produce a prototype newsletter and use Quark XPress software for design.
Credits: 3
Prerequisites: JOUR 220

JOUR 347 - PUBLICATION DESIGN
Theories of design and practical experience with creating layout and using photos and art in newspapers, magazines, newsletters, online publications. Students use QuarkXPress software for hands-on layout exercises.
Credits: 3
Prerequisites: JOUR 220 or IMC 220

JOUR 348 - PINHOLE TO CAMERAPHONE: PHOTOGRAPHY'S HISTORY AND PRACTICE
The history and practice of early, middle-period, and contemporary photography. Slide examples of the history of photography; hands-on work with pinhole cameras, large format cameras, digital cameras, and camera phones. Field trips to galleries and/or museums in the city to view examples of work presented in the class.
Credits: 3
Prerequisites: JOUR 220

JOUR 349 - WHERE DO IDEAS COME FROM?
One of the most common cliches in publishing is that a picture is worth 1,000 words. This class takes that cliche, turns it around and makes it a tool for developing themes in what the course will term "reality writing."
Credits: 3
Prerequisites: JOUR 319

JOUR 350 - EDITING
Emphasis on grammar, usage, copy editing, headline writing; overview of editorial processes and products; introduction to layout and design, and photo editing. Recommended elective for journalism majors who choose no concentration.
Credits: 3
Prerequisites: JOUR 220

JOUR 351 - PUBLIC OPINION & PROPAGANDA
Factors in public opinion formation; techniques and uses of public opinion polling; definition, identification, and socially positive and negative uses of propaganda.
Credits: 3
Prerequisites: JOUR 201 or COMM 201

JOUR 352 - EDITORIAL & COLUMN WRITING
Writing of well researched, logically argued editorials and columns expressing opinion of newspaper, other publication, broadcast station, or individual journalist.
Credits: 3
Prerequisites: JOUR 220

JOUR 353 - THE ALTERNATIVE MEDIA
Students learn principles about, and skills in the use of, alternative and online media, including blogs, vlogs, and social networking.
Credits: 3
Prerequisites: JOUR 201 or COMM 201

JOUR 354 - PUBLICATION DESIGN
Course Notes: Sophomore Standing.

JOUR 355 - MAGAZINE WRITING
Research and writing of articles for the contemporary magazine.
Credits: 3
Prerequisites: JOUR 220 or IMC 220

JOUR 356 - LITERARY JOURNALISM
Combining the seminar and workshop forums, it explores the art and craft of literary nonfiction as well as the structure, tone, style, and also the approach to writing feature stories, giving special attention to the work of some of the nation's leading journalists and introducing students to the process of immersing themselves in the subject.
Credits: 3
Prerequisites: JOUR 220

JOUR 357 - MAGAZINE PRODUCTION
Research, writing, design, and production of magazine. Students learn the use of Adobe InDesign for page layout and creation of a magazine prototype.
Credits: 3
Prerequisites: JOUR 220 or IMC 220 or CRWR 153

JOUR 358 - REPORTING/Writing Topic
Changing rotation of courses focused on reporting and writing for specific audiences and publications. Courses will including Arts Reporting, Trade Journal Writing, Travel Writing, Science and Medical Writing, and others to be developed.
Credits: 3
Prerequisites: JOUR 319

JOUR 359 - 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.
Credits: 3
Prerequisites: JOUR 220 or IMC 220
JOUR 365 - BRAND STORYTELLING
The exciting and rapidly expanding field of content marketing. The variety and styles of content marketing including big brands, niche storytelling, video events, and nonprofit research papers. All content marketing requires excellent reporting and writing skills. Students will practice developing story ideas with particular brands and audiences in mind, and for several different platforms including the web, social media, and a customer magazine; in-depth research, reporting, and interviews; and will learn how to tell a nonfiction story and to be cognizant of diversity, cultural awareness, and fairness issues in branded reporting, design, and editing.
Credits: 3
Prerequisites: IMC 220 or JOUR 220

JOUR 366 - WRITING FOR BUSINESS PUBLICATIONS
Credits: 3
Prerequisites: JOUR 220

JOUR 367 - ON THE TRAIL OF THE PRIMARY
In-depth look at the presidential primaries as they happen: presidential campaign history, daily review and discussion of events on the campaign trail; polling information and analysis from campaigns.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: ENG 102

JOUR 368 - THE VOTERS DECIDE
Course emphasizes reporting on likely voters in the presidential primary, paired with public opinion results and news accounts. Students will produce a book and a web site of their reporting on the primary.
Credits: 3
Prerequisites: JOUR 367
Course Notes: Consent of instructor for non-Journalism majors.

JOUR 369 - THE ELECTION
Hands on experience covering the presidential election as it plays out. Course emphasizes the issues, the rhetoric, the history and the dynamics of the modern presidential campaign, with real time assignments and projects aimed at expanding background and honing performance for journalists who are interested in political reporting.
Credits: 3
Prerequisites: ENG 102

JOUR 373 - EXAMINING MEDIA ETHICS
An investigation of mass-mediated communication, and information as a mass commodity, on values, particularly the value of truth. In an age of information glut, where every possible point of view is represented, all points of view appear to have the same value. Having "values" demands the evaluation of ideas—seeing which ones are "better" than others. This course seeks to help the student find certainty in a culture of confusion.
Credits: 3
Prerequisites: ENG 102
Course Notes: and Sophomore Standing or higher.

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.
Credits: 3
Prerequisites: COMM 201, JOUR 201
Course Notes: One additional 200-level JOUR or SPCH course is required.

JOUR 376 - WAR AND MEDIA
Credits: 3
Prerequisites: JOUR 220

JOUR 377 - 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.
Credits: 3
Prerequisites: JOUR 220 or IMC 220
Course Notes: One additional 300-level JOUR course is required.

JOUR 390 - SPECIAL TOPIC: 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.
Credits: 3
Prerequisites: JOUR 220 and JOUR 319

JOUR 392 - THE CONVERGENCE NEWSROOM
Capstone course for journalism majors, focusing on production of a final reporting project on a selected topic and presented in print, video, and web formats.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: JOUR 363 and JOUR 390 concurrently.

JOUR 393 - PRACTICUM
Designed for students who cannot complete traditional internships. Possible hands-on projects include projects developed by students for their employers.
Credits: 1-3
Course Notes: Consent of instructor.

JOUR 395 - 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.
Credits: 1-3
Course Notes: Consent of Department Head.

JOUR 397 - INDEPENDENT STUDY
Credits: 1-4
Course Notes: Consent of Department Head.

JOUR 399 - INTERNSHIP
In-service training with a professional publication, broadcast station, advertising or public relations entity. See advisor for internship syllabus.
Credits: 1-4
Attributes: Transformational Service Learning
Prerequisites: JOUR 220 or JOUR 305
Course Notes: Internship requirements vary by major (JOUR, INCM, PR, COMM). See advisor or course catalog.
LEARNING COUNTS PRIOR LEARNING (CAEL)
LIBERAL STUDIES (LIBS)

LIBS 201 - WRITING SOCIAL JUSTICE
This course is devoted to writing and research on issues of social justice. Students analyze and apply theories of social justice to explore current social problems. The writing in the course will work to promote social justice inside and outside of academia.
Credits: 3
Prerequisites: ENG 102
MANAGEMENT (MGMT)

MGMT 201 - CREATING INCLUSIVE CAPITALISM IN CHICAGO
Chicago is confronted with a confluence of factors ranging from environmental degradation, widespread poverty, and the need for renewable sources of energy. This course explores important trends in the private and social sectors, which are creating space for creativity and opportunities for individuals with business skills to drive positive change. Students will visit and volunteer at innovative businesses that are transforming the Chicago landscape through novel strategies that incorporate sustainability and social impact. Through lectures, case discussions, guest speakers, and a course-long project, each week this course will examine and critically evaluate contemporary trends in Chicago social entrepreneurship with respect to environmental protection, community/economic development and consumer welfare. Using the realm of sustainable business practices, this course addresses related issues of incorporating social values into business objectives, social responsibility and the need to meet triple bottom lines relating to people, planet, and profit.
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 102

MGMT 300 - OPERATIONS MANAGEMENT
Problems, principles, and methods of analysis related to production and operations management of industrial and service organizations. Forecasting; capacity planning; facilities location and layout; inventory analysis; scheduling; simulation; and quality assurance.
Credits: 3
Prerequisites: (MATH 121 or MATH 116) and (ECON 234 or MATH 217 or PSYC 200) and ACCT 211
Course Notes: Recommend ECON 102

MGMT 305 - SOCIAL ENTREPRENEURSHIP I: CREATING THE VISION
This course is for students who will found or lead businesses that also have a social mission, or will advise or work with social entrepreneurs, as they seek to jointly create social and business value. It is the goal of this course to prepare students to lead companies that have embedded social missions and to engage various stakeholders that are at the nexus of business and social value.
Credits: 3

MGMT 306 - SOCIAL ENTREPRENEURSHIP II: IMPLEMENTATION
In Social Entrepreneurship II, we actually become social entrepreneurs by studying the everyday structural, legal and financial challenges associated with launching a business enterprise in its efforts to create social impact. Students will take their business model from Social Entrepreneurship I, and further develop it by performing additional market research, prototyping and practicing continuous investor initiatives. Students will work through issues of market analysis, technology viability assessment, competitive positioning, team-building, product life-cycle planning, marketing strategy and financing, with a major emphasis on learning how to attract investment capital.
Credits: 3
Prerequisites: MGMT 305 or SENT 305

MGMT 308 - ETHICAL LEADERSHIP AND CORPORATE SOCIAL RESPONSIBILITY
Issues that affect business firms and managers in modern society examined through the frameworks of business ethics and corporate social responsibility. Topics include environmental pollution, employee rights and responsibilities, discrimination-affirmative action, and activities of multi-national corporations.
Credits: 3

MGMT 331 - INDUSTRIAL RELATIONS MANAGEMENT
Survey of industrial relations. Collective bargaining, arbitration, and mediation; communication between management and labor; recent labor legislation.
Credits: 3
Prerequisites: HRM 311

MGMT 345 - BUSINESS FORECASTING
Methods of business forecasting for planning and decision making. Emphasis on computer and statistical models; current forecasting tools and practices.
Credits: 3
Prerequisites: MGMT 300 and ECON 234

MGMT 355 - SUPPLY CHAIN MANAGEMENT
In the global economy, working in isolation is a prescription for disaster. Supply chains create the interdependence between companies that can lead to higher profitability, and long-term survival. This course deals with the modern approach to understanding supply chain strategy, planning and organization at the local, national and international levels. It addresses the widening role of logistics and the importance of technology for effective operations. Students will prepare several cases followed by in-class presentations and written reports.
Credits: 3

MGMT 358 - BEHAVIORAL SCIENCE & ORGANIZATION THEORY
Historical, social, and psychological factors associated with various organizational structures; human consequences of various organizational arrangements; techniques and programs by which organizations may be modified or designed. Also available through RU Online.
Credits: 3

MGMT 360 - SURVEY OF INTERNATIONAL BUSINESS
Problems and opportunities for American business resulting from internationalization of the US economy. Economic, political, and cultural environments facing business; diplomacy; global sourcing and production; functional areas of accounting and taxation, finance, management, and marketing.
Credits: 3
Prerequisites: ECON 102 and ECON 101
Course Notes: This course was previously offered as BADM 360.

MGMT 380 - BUSINESS POLICY AND STRATEGY
Study of top management decision making, including strategy and policy making; integration of functional divisions of organizations through analysis of and solutions to complex business situations. BSBA Capstone Course.
Credits: 3
Prerequisites: MGMT 300 and MGMT 358 and MKTG 302 and FIN 311
Course Notes: This course was previously offered as BADM 380.
MGMT 388 - 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. Cross-listed with INFS 388.
Credits: 3
Prerequisites: INFS 330

MGMT 390 - SPECIAL TOPICS IN MANAGEMENT
This course allows students to apply knowledge learned from other management classes to real-world situations, and to experience management theory in a practical way. The student will develop the skills needed for success as managers by helping the student develop self-awareness; manage stress; build relationships by communicating supportively; motivate others; manage conflict; build effective teams and teamwork and lead positive change.
Credits: 3

MGMT 395 - INDEPENDENT STUDY
Students work under direction of management faculty on a project selected by student and approved by supervising faculty member, department chair, and college dean.
Credits: 1-3
Course Notes: Consent of Instructor and Academic Head

MGMT 398 - ORGANIZATIONAL DEVELOPMENT
Diagnosis of organizational problems involving employees, work groups, and corporate culture and structure; implementation of change in a company's human systems; alternative solutions to these problems. Available through External Studies Program.
Credits: 3
Prerequisites: MGMT 358

MGMT 399 - PROFESSIONAL MANAGEMENT INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to undergraduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent is, required by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu.
MARKETING (MKTG)

MKTG 201 - MARKETING FOR SOCIAL CHANGE
The application of marketing methods to address societal problems and to achieve positive societal objectives through the process of social marketing. Students will be familiarized with the background and theoretical foundations of social marketing; associated research methods, setting of objectives, strategy development, program design, implementation, and evaluation. Students will form teams to carry out a semester project to develop programs for nonprofit organizations that drive positive social change in order to address problems that they identify and select. Programs may focus on social issues in areas such as substance abuse, healthcare, education, safety, domestic violence and the environment. Course includes: lectures, case discussions, guest speakers, tests and the semester project.
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 102

MKTG 302 - PRINCIPLES OF MARKETING
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.
Credits: 3
Prerequisites: ECON 102 and ECON 101

MKTG 310 - RETAIL MERCHANDISE & 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.
Credits: 3
Prerequisites: MKTG 302

MKTG 324 - SALES MANAGEMENT
Examines the elements of an effective sales force as a key component of the organization’s total marketing effort. Includes understanding the sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), uses of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining sales people.
Credits: 3
Attributes: Mathematics
Prerequisites: MKTG 302

MKTG 331 - PRINCIPLES OF ADVERTISING
Credits: 3
Prerequisites: MKTG 302

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.
Credits: 3
Prerequisites: MKTG 302 and (PSYC 200 or MATH 217 or ECON 234)

MKTG 344 - MARKETING STRATEGY & 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.
Credits: 3
Prerequisites: MKTG 302 and MKTG 340 and (MKTG 324 or MKTG 331)

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.
Credits: 3
Prerequisites: MKTG 302

MKTG 380 - SPECIAL TOPICS IN MARKETING
Topics of interest to faculty and students on important issues in marketing. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 3
Prerequisites: MKTG 302

MKTG 386 - CONSUMER BEHAVIOR
Concepts in behavioral science for analysis of consumer behavior and informed marketing decisions.
Credits: 3
Prerequisites: MKTG 302

MKTG 395 - INDEPENDENT STUDY
Students work under the direction of a marketing faculty member on projects selected by the student and approved by supervising faculty member, department chairperson, and college dean.
Credits: 1-3
Course Notes: Consent of Instructor and Academic Head

MKTG 398 - PROFESSIONAL MARKETING INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to undergraduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent is required by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu.
MATH 095 - DEVELOPMENTAL MATHEMATICS
This class covers the fundamentals of arithmetic and algebra: Whole numbers; Fractions; Decimals; Ratios; Rates; Percents; Measurement; Geometry; Statistics; Real numbers; Variables; Solving linear equations; Graphing Linear equations; Solving systems of linear equations; Algebra with polynomials; Factoring polynomials; Solving Quadratic equations. The focus will be on concepts, skills, and abilities needed for success in subsequent math courses. This course is a prerequisite for Math 110, 105, 115, and 116. This course is self-paced with individualized assistance.
Credits: 3

MATH 096 - DEVELOPMENTAL MATH FOR COLLEGE ALGEBRA
This class covers the fundamentals of arithmetic and algebra: Whole numbers; Fractions; Decimals; Ratios; Rates; Percents; Measurement; Geometry; Statistics; Real numbers; Variables; Solving linear equations; Graphing Linear equations; Solving systems of linear equations; Algebra with polynomials; Factoring polynomials; Rational Expressions; Algebra with Rational expressions; Roots; and Radicals. The focus will be on concepts, skills, and abilities needed for success in subsequent math courses. This course is a prerequisite for Math 121. This course is self-paced with individualized assistance.
Credits: 3

MATH 105 - FOUNDATIONS OF ARITHMETIC
This course helps prospective elementary teachers prepare for the Common Core State Standards. Topics include: sets, counting, problem solving, and number system development; Rationals, decimals, and irrationals; Number theory; Algorithms of arithmetic.
Credits: 3
Course Notes: Prerequisites: Math 095 or Math 096 a C+ or higher or, or MATH 122 or Passing the appropriate departmental placement test within the previous year.

MATH 110 - QUANTITATIVE LITERACY
The goals of this course are to create confident and critical users of quantitative information, to be able to describe and interpret quantitative information and arguments, and to apply mathematical tools to analysis of data on social issues. Topics include absolute and relative quantities, percentages, rates, and ratios, linear and exponential functions, making and interpreting graphs, and financial mathematics.
Credits: 3
Course Notes: Prerequisites: Math 095 or Math 096 a C+ or higher or, or MATH 100 with a min grade of C- or, or MATH 101 with a min grade of C- or MATH 103 with a min, grade of C- or Compass-Algebra with min score of 37.

MATH 116 - FINITE MATHEMATICS
This course is intended for business majors to expand their mathematical skills and apply them in real world situations. Linear equations and applications; functions and graphs; solving systems of linear equations; matrices; graphing of linear inequalities; Linear Programming; finance problems including simple and compound interest; sets; combinatorial methods; probability with applications.
Credits: 3
Prerequisites: MATH 095 or MATH 096 or MATH 100 or MATH 103 or Passing the appropriate departmental placement test within the previous year or MATH 101

MATH 121 - COLLEGE ALGEBRA
This course will strengthen your algebraic skills and prepare you to apply algebraic techniques to future math, science, computer science, and business courses. Topics include: Algebraic operations, equations and inequalities, graphs and functions, polynomial functions, polynomial equations. Exponential and logarithmic functions. Systems of equations.
Credits: 3
Course Notes: Prerequisites: Math 096 a C+ or higher or MATH 100 with a, min grade of C- or MATH 103 with a min grade of C-, or Compass-Algebra with min score of 45., 2-1/2yrs. HS Algebra/Geom. RUA Test Placement.

MATH 122 - TRIGONOMETRY AND PRECALCULUS
Credits: 3
Prerequisites: MATH 121 or Passing the appropriate departmental placement test within the previous year.
Course Notes: Placement Test

MATH 202 - APPLIED CALCULUS FOR HEALTH SCIENCE AND BUSINESS
Real valued functions and their graphs, exponential and logarithmic functions, derivatives, techniques of differentiation, applications of derivatives to science and business, modeling using calculus, optimization, integration with applications.
Credits: 3
Prerequisites: MATH 121
Course Notes: or RUA placement., This course does not serve as a prerequisite for Math 232., Credit cannot be given for both this and Math 231.

MATH 217 - ELEMENTARY STATISTICS
This course applies statistical techniques to problems in the social sciences and business. Elementary probability and probability distributions, random variables, expectation and variance; normal probability distributions (binomial distributions, time-permitting). Applications to estimation, confidence intervals, statistical testing of hypotheses, two-sample techniques. Correlation and least squares.
Credits: 3
Prerequisites: MATH 116 or Passing the appropriate departmental placement test within the previous year or MATH 121 or MATH 110

MATH 231 - CALCULUS I
Functions, limits, continuity, and rates of change are studied numerically, symbolically, and graphically. Definition and rules of differentiation; applications of the derivative to analyzing functions, solving equations, computing extrema, and L'Hopital's rule; antiderivatives. Introduction to integration and the fundamental theorem of calculus.
Credits: 5
Prerequisites: MATH 122 or Passing the appropriate departmental placement test within the previous year.
MATH 232 - CALCULUS II
Integration and the fundamental theorem of calculus. Numerical integration, application and methods of integration; Euler's method; Taylor polynomials, sequences, and series. Application of calculus through a social justice oriented project.
Credits: 5
Prerequisites: MATH 231

MATH 233 - CALCULUS III
Polar and three-dimensional coordinates, vectors, planes, and surfaces; functions of several variables; continuity, partial derivatives, gradients, chain rules, multiple integrals, line integrals.
Credits: 3
Prerequisites: MATH 232

MATH 238 - APPLIED PROBABILITY AND STATISTICS
Elementary probability and probability distributions, counting techniques, random variables, expectation and variance, Bayes' theorem; binomial, normal, and other probability distributions; Selections from the following: comparison of normal means, introduction to ANOVA and regression, correlation, contingency tables and Chi-square tests, and nonparametric methods.
Credits: 3
Prerequisites: MATH 217 or ACSC 348 or MATH 348 or ECON 234 or PSYC 200

MATH 245 - DISCRETE STRUCTURES
Sets, logic and Boolean algebras. Basic counting techniques; number systems; elementary probability; graphs and trees with applications to elementary data structures. Emphasis on algorithms. Mathematics majors should take MATH 290 concurrently.
Credits: 3
Prerequisites: MATH 121 or Passing the appropriate departmental placement test within the previous year or MATH 231
Course Notes: and one programming course required for students who, have not completed MATH 231.

MATH 246 - LINEAR ALGEBRA
Vector spaces; linear transformations and matrices; inner products and orthogonality; eigenvalues; eigenvectors; and diagonalization.
Credits: 3
Prerequisites: MATH 231 or MATH 245 or MATH 290

MATH 280 - MATHEMATICAL MODELING
The modeling process. Model fitting and models requiring optimization; empirical model construction; model analysis and sensitivity; simulation modeling; modeling dynamic behavior.
Credits: 3
Prerequisites: MATH 231

MATH 290 - INTRODUCTION TO PROOF
Methods of mathematical proof including direct proofs, indirect proofs, mathematical induction, case analysis, and counterexamples. Mathematics majors should take MATH 245 concurrently.
Credits: 1
Prerequisites: MATH 245
Course Notes: Co-requisite MATH 245 Discrete Structures Lab.

MATH 295 - INDEPENDENT STUDY
Individual projects pursued under an instructor's supervision.
Credits: 1-3

MATH 307 - DIFFERENTIAL EQUATION/MODELING
The use and interpretation of differential equations using qualitative methods and computers. First and second order linear equations, with attention to some nonlinear ones; systems of equations; numerical methods; Laplace transforms. An emphasis is placed on modeling.
Credits: 3
Prerequisites: MATH 232

MATH 309 - DATA MINING
Methods of knowledge discovery in massive data, i.e. the study of computer-assisted process of digging through and analyzing enormous data sets and then extracting the 'meaning' of the data by applying mathematical methods. The methods that we study in this course are designed to predict behaviors and future trends based on existing data. Topics include classifications techniques, clusterization techniques, association rule discovery techniques, techniques for improving data quality. See Cat 309.
Credits: 3
Prerequisites: (MATH 246 or ACSC 300) or MATH 346 or MATH 300

MATH 316 - HISTORY OF MATHEMATICS
Evolution of mathematical ideas from antiquity through the development of calculus; Number systems, Euclidean geometry, Number theory, Roots of polynomials, Calculus.
Credits: 3
Prerequisites: MATH 231

MATH 317 - GEOMETRY
Axiom systems, Classical constructions, Euclidean geometry, Non-Euclidean geometry, Transformations, Use of geometric software packages.
Credits: 3
Prerequisites: MATH 231 or (MATH 245 and MATH 122) or MATH 290

MATH 318 - NUMBER THEORY
Study of integers. Division and Euclidean algorithms, prime numbers, unique factorization; Diophantine equations; congruences; Fermat's and Euler's theorems; quadratic reciprocity.
Credits: 3
Prerequisites: MATH 231 or MATH 245 or MATH 290

MATH 320 - INTRODUCTION TO ABSTRACT ALGEBRA
Introduction to group theory; Classification of finitely generated abelian groups; Permutation groups; Applications of groups; Elementary properties of rings, integral domains, and fields.
Credits: 3
Prerequisites: MATH 231 or MATH 245 or MATH 290

MATH 323 - COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS
Study of the ways in which strategic interactions among autonomous agents produce outcomes with respect to the preferences (or utilities) of those agents. This course covers game-theoretic foundations of cooperative and non-cooperative behavior of independent agents. The course emphasizes applications drawn from artificial intelligence, decision theory, economics, psychology, business management and finance. See Cst 310.
Credits: 3
Prerequisites: ACSC 300 or MATH 300 or MATH 246 or ACSC 246 and (MATH 245 or MATH 290 or MATH 217 or MATH 238 or ECON 234 or SOC 291 or MATH 347 or ACSC 347)
MATH 328 - LINEAR PROGRAMMING & 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.
See Cst 328.
Credits: 3
Prerequisites: MATH 246 or ACSC 246 or ACSC 300

MATH 335 - INTRODUCTION TO PARTIAL DIFFERENTIAL EQUATIONS
Heat equation; Method of separation of variable; Boundary value
problems; Fourier series; Laplace equation; Wave equation; Sturm-
Liousville eigenvalue problems
Credits: 3
Prerequisites: MATH 307
Course Notes: MATH 307

MATH 337 - THEORY OF COMPUTATION
An introduction to the theoretical foundations of computing. The
definition and nature of computational problems and algorithms. The
properties of problems that are inherently hard to solve and problems
that cannot be solved at all. Use of randomness in computation. See Cst 337.
Credits: 3
Prerequisites: MATH 245 or MATH 290 or (MATH 300 or MATH 246 or
ACSC 246)

MATH 339 - BASEBALL STATISTICS
Models and research methods developed or adapted for use by baseball
statisticians; including descriptive statistics, confidence intervals,
hypothesis testing, regression, Bayesian statistics, and Markov chains.
Presentation of several tools for teaching statistical concepts using data
from baseball.
Credits: 3
Prerequisites: MATH 245 or MATH 290 or (MATH 300 or MATH 246 or
ACSC 246)

MATH 345 - COMBINATORICS
Permutations and combinations; identities involving binomial
coefficients; inclusion-exclusion principle; recurrence relations;
generating functions; introduction to theory of graphs. See Cst 345.
Credits: 3
Prerequisites: MATH 232 and MATH 245 or MATH 290

MATH 347 - PROBABILITY THEORY
Probability models; random variables; probability distributions;
expectation and moment generating functions of random variables;
multivariate distributions. See Acsc 347.
Credits: 3
Prerequisites: MATH 233
Course Notes: Basis background in Statistics and Linear Algebra,
recommended.

MATH 349 - REGRESSION & TIME SERIES
Simple and multiple linear regression models; time series analysis;
aplications to forecasting; statistical software. See Acsc 349.
Credits: 3
Prerequisites: (MATH 231 and (MATH 217 or ECON 234)) or ACSC 348 or
MATH 348

MATH 350 - BOOLEAN ALGEBRA & SWITCH THEORY
Logic gates and Boolean algebras. Minimization of switching functions,
and Karnaugh maps. Introduction to logic circuits, flip-flops, counters and
Credits: 3
Prerequisites: MATH 245 or MATH 290

MATH 352 - ANALYSIS
Theoretical foundations of calculus. The real number system; sequences
and series; continuity; uniform continuity; sequences and series of
functions; uniform convergence; Riemann integral. At least six hours
beyond Math 245 recommended.
Credits: 3
Prerequisites: MATH 233 and (MATH 290 or MATH 245)
Course Notes: MATH 245 LAB required to meet MATH 245 pre-req., MATH
300 recomm’d

MATH 355 - FUNCTIONS OF A COMPLEX VARIABLE
Elementary functions of complex variables; complex differentiation
and integration; Cauchy-Goursat theorem; Taylor and Laurent series;
singularities and residues; conformal mapping.
Credits: 3
Prerequisites: MATH 233 and (MATH 245 or MATH 290)

MATH 367 - FINANCIAL MATH
Mathematics of interest, accumulated value, and present value; annuities
certain; amortization schedules and sinking funds; bonds and related
securities; depreciation; rates of return; spot and forward rates of
interest; cashflow duration and immunization; stocks, mutual funds, fixed
income. Financial calculator.
Credits: 3
Prerequisites: MATH 232

MATH 369 - MODELS FOR LIFE CONTINGENCIES
Survival distributions and life tables; life insurance; life annuities;benefit
premium; premium calculation. See Acsc 369.
Credits: 3
Prerequisites: (ACSC 347 or MATH 347) and (ACSC 367 or MATH 367)
Course Notes: or concurrently.

MATH 378 - TOPICS IN ACTUARIAL MATH
Selected topics in actuarial models and actuarial modeling. May be
repeated for up to six semester hours of credit.
Credits: 3
Course Notes: Consent of Instructor and Academic Head

MATH 395 - INDEPENDENT STUDY
Individual projects pursued under an instructor’s supervision.
Credits: 1-6
MATH 397 - INDEPENDENT STUDY
Credits: 3
MEDIA STUDIES (MED)

MED 203 - INTRODUCTION TO MEDIA THEORY
Body of theory in the study of media, including the content, form, consumption, and their effects. The course will assist students in developing critical thinking skills as they explore a range of theories that guide and ground media studies. The goal of this exploration is to make theory accessible so that students can develop a basic understanding of roles of theory in research and practice.
Credits: 3
Prerequisites: COMM 201

MED 250 - MEDIA AND SOCIAL CHANGE
This course explores the potentially positive impact of the media. The mass media have been blamed for their negative influence, such as encouraging consumerism, violence, stereotypes or age-inappropriate behaviors for children. The positive influences of the media, however, are rarely discussed. This course, therefore, will focus on media’s beneficial impact on society. We will explore whether media can change society, and if so, whether that change can be in the control of producers, government, or the audience. Then, the course will examine specific examples of positive media influence on individuals and society as a whole. We will also observe how the media have the potential to initiate such changes, whether these changes have been made intentionally or unintentionally, and how media technology has played a role.
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 102

MED 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.
Credits: 3
Prerequisites: JOUR 201 or COMM 201

MED 221 - INTRODUCTION TO MEDIA PRODUCTION
Course is designed to build core competency in utilizing and expanding communication technology to tell the stories; studying the principles of production in the areas of photography, video, audio, and interactive media. From both practical and theoretical perspectives, students will learn to: 1) analyze media forms (such as design, user interface, composition, framing, lighting, sound and editing) and 2) produce elementary productions that exhibit an understanding of these forms.
Credits: 3
Prerequisites: COMM 201 or JOUR 201 or MED 203

MED 260 - MEDIA LITERACY
Focuses on the informational, commercial and entertainment media forms and the degree to which such media are ubiquitous and their content constitutes what people in contemporary society, individually and collectively, say they “know”. Course examines the ways in which media organizations promote the public perception and consumption of their products as “unmediated” information sources; students develop critical skills to examine sources, values, intentions, profit-orientation, and social implications of such media.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: MED 203

MED 206 - MEDIA LITERACY
A beginning course in documentary storytelling, including planning the project, shooting video, editing and completion of the project.
Credits: 3
Prerequisites: JOUR 220 or IMC 220

MED 230 - BEGINNING COMPUTER GRAPHICS
Introduction to black and white film-based photography. Basic camera and darkroom techniques. Cameras provided by the department. Students provide some supplies.
Credits: 3
Prerequisites: JOUR 201 or COMM 201

MED 250 - MEDIA AND SOCIAL CHANGE
This course explores the potentially positive impact of the media. The mass media have been blamed for their negative influence, such as encouraging consumerism, violence, stereotypes or age-inappropriate behaviors for children. The positive influences of the media, however, are rarely discussed. This course, therefore, will focus on media’s beneficial impact on society. We will explore whether media can change society, and if so, whether that change can be in the control of producers, government, or the audience. Then, the course will examine specific examples of positive media influence on individuals and society as a whole. We will also observe how the media have the potential to initiate such changes, whether these changes have been made intentionally or unintentionally, and how media technology has played a role.
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 102

MED 290 - SPECIAL TOPICS: MEDIA STUDIES
Course content varies by semester but always focuses on current issues and/or diversity, alternative media, and social justice as they relate to media. Click the red CRN for a detailed course description each semester.
Credits: 3
Prerequisites: COMM 201
Course Notes: Click the red CRN for semester-specific course description

MED 300 - DOCUMENTARY VIDEO STORYTELLING
A beginning course in documentary storytelling, including planning the project, shooting video, editing and completion of the project.
Credits: 3
Prerequisites: JOUR 220 or IMC 220

MED 325 - PHOTOGRAPHY
Introduction to black and white film-based photography. Basic camera and darkroom techniques. Cameras provided by the department. Students provide some supplies.
Credits: 3
Prerequisites: JOUR 201 or COMM 201

MED 328 - DOCUMENTARY PHOTO
An exploration of documentary photography consisting of camera usage, shooting assignments, slide lectures, and computer work. No previous photography experience required. Cameras will be provided for the semester. This course will introduce the computer as a powerful tool for the photographer. We will discuss the ethical, philosophical and practical considerations regarding digital imaging. We will be using flatbed scanners, 35mm slide and negative scanners, and digital cameras for inputting images into the computer. Adobe Photoshop will be our primary imaging program.
Credits: 3
Prerequisites: JOUR 201 or COMM 201

MED 330 - IPHONEOGRAPHY AND THE DEMOCRATIC CAMERA
Everyone is a photographer and cameraphones are everywhere. This course will explore the creative and ethical implications of using the iPhone as an artistic and journalistic tool. Students must have an iPhone 5S or newer to enroll in the course, and will be expected to download various photography apps for use in the class. We will use the iPhone to create, edit, and post photographic work online. Students will learn a new set of photographic standards, applications, and practices through individual and group shooting assignments, readings, examples of contemporary photographic work, and excursions to galleries and museums.
Credits: 3
Prerequisites: JOUR 201 or COMM 201
Course Notes: Students must have their own iPhone 5S or newer for, use in this class.
MED 342 - POLITICS AND MEDIA
A blend of theory and practice focusing on how the media cover politics; how politicians, special interest groups, and political parties attempt to influence the media; and how politicians and issue advocacy groups use advertising to take their message directly to voters. Emphasis on the interplay among media, candidates, and special interest groups and the effect of today's political campaigns on society and democracy; use of polls and focus groups to drive message; the future of campaign finance reform.
Credits: 3
Prerequisites: COMM 201 or JOUR 201

MED 343 - PRODUCING THE DOCUMENTARY PHOTOGRAPHY EXHIBITION
Conceptualizing, editing, and producing a documentary photography exhibition using student and/or professional work. Working together, students will generate ideas for an exhibition in the Gage Gallery, locate/produce work, and install the project in the gallery. The class will focus on the practice of curating a photography exhibition, which will include developing a theme and choosing work, writing statements/artist biographies, and promoting the exhibit to the community.
Credits: 3
Prerequisites: ENG 102
Course Notes: Sophomore Standing.

MED 345 - CROSS-CULTURAL COMMUNICATION
Communication styles and characteristics of various cultural groups. Understanding and recognizing barriers (semantics, nonverbal behavior, stereotypes, and assumed similarities) that affect communication among cultures. Fulfills the non-Western requirement.
Credits: 3
Attributes: Non-western Culture
Prerequisites: ENG 102
Course Notes: Sophomore standing.

MED 348 - PINHOLE TO CAMERAPHONE: PHOTOGRAPHY'S HISTORY AND PRACTICE
The history and practice of early, middle-period, and contemporary photography. Slide examples of the history of photography; hands-on work with pinhole cameras, large format cameras, digital cameras, and camera phones. Field trips to galleries and/or museums in the city to view examples of work presented in the class.
Credits: 3

MED 351 - PUBLIC OPINION AND PROPAGANDA
An in-depth exploration of Jacques Ellul's groundbreaking late 20th century work Propaganda: The Formation of Men's Attitudes with particular attention paid to the role of media in the creation of public opinion and the role of public opinion in the success of propaganda.
Credits: 3
Prerequisites: COMM 201 or JOUR 201

MED 353 - THE ALTERNATIVE MEDIA
Students learn principles about, and skills in the use of, alternative and online media, including blogs, vlogs, and social networking.
Credits: 3
Prerequisites: COMM 201 or JOUR 201

MED 363 - MEDIA ETHICS
An investigation in depth of various ethical theories and orientations, and a value-based analysis of what each one means and how they differ; exploration of both micro- and macro-ethical approaches to problems. Students will be challenged to examine their own values and determine their ethical orientations as a first step to ethical decision making.
Credits: 3
Prerequisites: COMM 201

MED 373 - EXAMINING MEDIA ETHICS
An investigation of mass-mediated communication, and information as a mass commodity, on values, particularly the value of truth. In an age of information glut, where every possible point of view is represented, all points of view appear to have the same value. Having "values" demands the evaluation of ideas—seeing which ones are "better" than others. This course seeks to help the student find certainty in a culture of confusion.
Credits: 3
Prerequisites: ENG 102
Course Notes: and Sophomore Standing or higher.

MED 375 - MEDIA ANALYSIS AND 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.
Credits: 3
Prerequisites: JOUR 201 or COMM 201

MED 380 - MEDIA RESEARCH METHODS
Students will learn the advantages and disadvantages of a number of quantitative and qualitative research methods, identify a research question and thesis, review the literature related to their area of research interest, and outline their continuing work in addressing their question and supporting—or refuting—their thesis. Work this semester leads to a proposal for a research project to be executed in the Spring semester (MED 381).
Credits: 3
Prerequisites: MED 203
Course Notes: MED majors in this class are required to register for, MED 381 in the following semester.

MED 381 - MEDIA STUDIES RESEARCH PROJECT
Students previously completed in MED 380 the first steps in the research process: identified a topic, reviewed literature, identified a research question, identified an appropriate method, and submitted a proposal. In MED 381, students focus on the remaining tasks in the research process: collection of data, analysis and evaluation of data, discernment of an answer to the research question, writing a conclusion, writing an introduction, and presentation of the research.
Credits: 3
Prerequisites: MED 380
Course Notes: This is the second course in a sequence of two.

MED 395 - INDEPENDENT STUDY
Credits: 1-3

MED 399 - INTERNSHIP
In-service training with a professional publication, broadcast station, media or media research organization, advertising or public relations entity. See advisor for internship syllabus.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: MED 221
Course Notes: Internship requirements vary by major (JOUR,IMC,MED),
See advisor or course catalog.
MUSIC : GUITAR (GUIT)

GUIT 101 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities

GUIT 102 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 101
Course Notes: or placement

GUIT 103 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 102
Course Notes: or placement

GUIT 104 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 103
Course Notes: or placement

GUIT 201 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 104
Course Notes: Placement audition

GUIT 202 - GUITAR
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 201
Course Notes: or placement

GUIT 203 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 202
Course Notes: or placement

GUIT 204 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 203
Course Notes: or placement

GUIT 211 - GUITAR (MAJOR)
Credits: 2-4
Attributes: Humanities
Course Notes: Placement audition

GUIT 212 - GUITAR (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: GUIT 211
Course Notes: or placement

GUIT 213 - GUITAR (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: GUIT 212
Course Notes: or placement

GUIT 213Z - GUITAR (MAJOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 213Y
Course Notes: or placement

GUIT 214 - GUITAR (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: GUIT 213
Course Notes: or placement

GUIT 250 - JURY (FRESH/SOPH)
Credits: 2
Attributes: Humanities

GUIT 300 - GUITAR PERFORMANCE CLASS
Credits: 0
Attributes: Humanities

GUIT 301 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 204
Course Notes: or placement

GUIT 302 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 301
Course Notes: or placement

GUIT 303 - GUITAR
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 302
Course Notes: or placement

GUIT 307 - GUITAR (MAJOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 308
Course Notes: or placement

GUIT 311 - GUITAR (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: GUIT 214
Course Notes: or placement

GUIT 312 - GUITAR (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: GUIT 311
Course Notes: or placement

GUIT 313 - GUITAR (MAJOR)
Credits: 2,4
Attributes: Humanities
Prerequisites: GUIT 312
Course Notes: or placement

GUIT 314 - GUITAR (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: GUIT 313
Course Notes: or placement

GUIT 350 - JURY (JUNIOR/SENIOR)
Credits: 2
Attributes: Humanities
GUIT 399 - GUITAR JURY
Performance of required repertory and technique for a faculty panel.
Credits: 0
Attributes: Humanities
MUSIC COMPOSITION (MCMP)

MCMP 201 - PRINCIPLES OF MUSIC COMPOSITION
Through writing short original works, students will learn the principles of music composition and the elements of compositional style. Topics include notation, form, structure, shape, and instrumentation, as well as listening skills and various 20th and 21st century styles.
Credits: 3
Attributes: Honors Program
Course Notes: Enrollment in RU Honors required.

MCMP 211 - COMPOSITION (MAJOR)
Development of compositional technique.
Credits: 4
Prerequisites: MUSC 121A and MUSC 121B
Course Notes: Consent.

MCMP 212 - COMPOSITION II (MAJOR)
Development of compositional technique.
Credits: 4
Prerequisites: MCMP 211

MCMP 213 - COMPOSITION III
Credits: 4
Prerequisites: MCMP 212

MCMP 214 - COMPOSITION IV
Credits: 3,4
Prerequisites: MCMP 213

MCMP 215 - SOPHOMORE COMPOSITION JURY
Juried presentation of portfolio of original compositions.
Credits: 1
Prerequisites: MCMP 213

MCMP 225 - COMPOSITION SEMINAR
This course meets every week to discuss composition-related topics. The class activities comprise listening, discussion, presentations, invited guest lecturers and performers, and preparation of collaborative works.
Credits: 0

MCMP 311 - COMPOSITION V
Credits: 4

MCMP 312 - COMPOSITION VI
Credits: 4

MCMP 313 - COMPOSITION VII
Credits: 4

MCMP 314 - COMPOSITION VIII
Credits: 4

MCMP 325 - THE ART AND PROCESS OF COMPOSING
This course is designed to help individual musicians to learn music composition in its beginning stages; smaller forms of composition, emphasizing motivic transformation, rhythmic organization, and structural principles. Students will develop a familiarity with various instruments and learn how to compose an effective piece with a limited amount of musical material. Students will complete three composition projects and three listening assignments.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B

MCMP 326 - COMPOSITION II: THE PERSONAL MUSE
This course is designed to help individual musicians to continue to explore the core of music composition; form, texture, transformation, orchestration, and structural principles on a larger scale. Students will complete two composition projects and two listening assignments. Discussion of contemporary composers’ writings.
Credits: 3
Prerequisites: MCMP 325
Course Notes: Or Consent
MUSIC EDUCATION (ME)

ME 149 - CAREER SEMINAR PUBLIC SCHOOL TEACHING
Introduction to the field of music education. Focus on the variety of career opportunities that are available in music education as well as the demands of music teaching in the current environment. Introduction of procedures for observing public school classrooms through several arranged visits to local schools. Construction of an individualized standards-based digital portfolio, which will be continually expanded upon throughout the music education degree.
Credits: 1

ME 152 - BRASS TECHNIQUES
Instruction in the performance and pedagogy of basic instruments in the brass family, including trumpet, horn, trombone, and euphonium/ tuba. Basic performance competency is expected and measured through assignments and performances. Teaching strategies and resources for working with brass players in the school setting.
Credits: 1

ME 153 - WOODWIND TECHNIQUES
Instruction in the performance and pedagogy of basic instruments in the woodwind family, including Bb clarinet, flute, alto saxophone, bassoon, and oboe. Basic performance competency is expected and measured through assignments and performances. Teaching strategies and resources for working with woodwind players in the school setting.
Credits: 1

ME 154 - STRING TECHNIQUES
Instruction in the performance and pedagogy of basic instruments in the string family, including violin, viola, cello, and double bass. Basic performance competency is expected and measured through assignments and performances. Teaching strategies and resources for working with string players in the school setting.
Credits: 1

ME 155 - PERCUSSION TECHNIQUES
Instruction in the performance and pedagogy of instruments in the percussion family. Basic performance competency is expected and measured through playing assessments. Teaching strategies and resources for working with percussionists in school settings.
Credits: 1

ME 161 - CHORAL METHODS FOR INSTRUMENTAL MAJORS
Intensive study of beginning vocal technique and principles of ensemble singing. Introduction to vocal physiology and vocal health.
Credits: 2
Prerequisites: ME 314

ME 200 - MUSIC EDUCATION LAB
For music education majors from the 2nd year of the degree program until student teaching. Emphasis on opportunities for collaboration, peer mentoring and community building with discussion of current trends and issues in music education. Refinement of teaching techniques, and documentation of accomplishments through the development of the individualized digital portfolio
Credits: 1

ME 201 - APPLIED JURY EXAMINATION
Credits: 0

ME 243 - CONDUCTING: ART & TECHNIQUE
Continued development of conducting skills learned in PERF 240. In addition to refinement, students are provided opportunities to apply analytical technical conducting skills to musical works in choral and instrumental settings.
Credits: 3
Prerequisites: MUSC 122A and MUSC 122B and PERF 240

ME 310 - STUDENT TEACHING INTERNSHIP
Culmination of teacher education sequence; open to upper division music education majors who have completed all other degree requirements. Observation and teaching in Chicago-area schools (15 weeks split between the elementary and secondary levels), working under professional supervision in programs directly related to student's specific concentration. Presence in schools during the entire school day required; no other University classes may be scheduled. Scheduled seminars at the Roosevelt campus for discussion of project completion progress, licensure issues, employment-related concerns, and other topics.
Credits: 5-12
Prerequisites: ME 350 and ME 351
Course Notes: Course fee: $300 edTPA test fee

ME 311 - CHORAL METHODS FOR ELEMENTARY/JUNIOR HIGH SCHOOL
Preparation for teaching elementary/junior high chorus and/or choral performances connected with a general music class. Teaching techniques and strategies, lesson and curricular planning, resources for materials relevant to developing an elementary/jr. high chorus. Introduction to the EdTPA requirements for certification in Illinois.
Credits: 3

ME 312 - CHORAL METHODS FOR SENIOR HIGH SCHOOL
Continuation of ME 311. Planning, instruction, assessment and management of a high school choral music program. Increased focus on conducting as well as other topics specific to high school chorus teaching. Preparation for the EdTPA project required in the State of Illinois for teacher certification. A substantial portion of class time will be spent in local high school music classrooms via service-learning partnerships that emphasize working with students in authentic small group settings.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: ME 311

ME 313 - INSTRUMENTAL METHODS FOR ELEMENTARY/JUNIOR HIGH SCHOOL
Planning and pedagogy techniques and resources applicable to teaching band and orchestra in the elementary and junior high school setting.
Credits: 3

ME 314 - INSTRUMENTAL METHODS FOR SENIOR HIGH SCHOOL
Continuation of ME 313. Teaching techniques and resources applicable to teaching band and/or orchestra in the high school setting. A substantial portion of class time will be spent in local high school music classrooms via service-learning partnerships that emphasize working with students in authentic small group settings.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: ME 313
ME 337 - MARCHING/JAZZ BAND MANAGEMENT
The teacher's unique, diverse skill set and the wide variety of pedagogies, partnerships, and events that comprise a successful marching band program. Concepts and pedagogies of jazz music as applicable to the school jazz ensemble, with emphasis on teaching in a typical big band setting; basic foundation of jazz knowledge that can be built upon in future independent learning endeavors.
Credits: 2
Course Notes: or consent

ME 350 - METHODS FOR THE ELEMENTARY MUSIC CLASSROOM
Training the pre-service specialist to select and implement developmentally appropriate lessons that focus on general music literacy for elementary school students. The lessons are aligned with National Standards and reflect best practices, current methodologies and learning theories. They are researched and developed, collaboratively studied and presented through guided practice in an interactive class community setting.
Credits: 3

ME 351 - ISSUES IN MUSIC EDUCATION
Exploration of a variety of issues that confront the practicing music educator through readings, discussions, assignments, and projects designed to help the student develop greater awareness of societal, administrative, and management issues that affect the field of music education. Development of critical thinking skills to aid in further independent examinations of such issues.
Credits: 3
Course Notes: or Dept. consent

ME 352 - SECONDARY GENERAL MUSIC METHODS
Activities and methodology for the secondary general music classroom: composition, improvisation, class guitar. Curriculum design, technology applications and considerations, creativity and motivation, philosophical backgrounds. Assessment and evaluation in a creative classroom.
Credits: 3

ME 395 - INDEPENDENT STUDY
Individual research under departmental guidance.
Credits: 1-3
MUSIC ENSEMBLE (ENS)

ENS 200 - UNIVERSITY SINGERS
Rehearsal and performance of choral music in all styles, including Western European, World Music, and American Popular music.
Credits: 3
Attributes: Humanities

ENS 201 - CONSERVATORY CHOIR
A cappella and accompanied repertory for vocal ensembles.
Credits: 1
Attributes: Humanities
Course Notes: Must audition

ENS 201Y - CONSERVATORY CHORUS
Credits: 0
Course Notes: Must Audition

ENS 202 - SYMPHONY ORCHESTRA
Standard orchestral repertory, chamber and symphonic, from Baroque to 21st century.
Credits: 1
Attributes: Humanities
Course Notes: Must audition

ENS 203 - WIND ENSEMBLE
Standard and contemporary wind literature for ensembles of 12 and above.
Credits: 1
Attributes: Humanities
Course Notes: Must audition

ENS 204 - BRASS ENSEMBLE
Performance of major works for brass ensemble.
Credits: 1
Attributes: Humanities
Course Notes: Must audition.

ENS 205Y - WOMEN'S CHORUS
Credits: 0
Attributes: Humanities

ENS 209 - CLASSICAL GUITAR ENSEMBLE
Study and performance of literature for guitar duo, trio, and quartet, as well as combinations with other instruments/voice.
Credits: 1
Attributes: Humanities
Course Notes: Must audition.

ENS 211 - LARGE INSTRUMENTAL ENSEMBLE
Performance of major works for orchestra and wind ensemble.
Credits: 1
Attributes: Humanities
Course Notes: Must audition.

ENS 220 - PIANO ENSEMBLE I
Introduction to basic ensemble and collaborative issues. Transposition and clef reading.
Credits: 1
Attributes: Humanities
Prerequisites: PIA 211

ENS 221 - PRINCIPLES OF COLLABORATIVE PIANO I
Basic collaborative piano skills, pairing pianos and instrumentalists. Introduction to vocal and instrumental literature, including orchestral reductions.
Credits: 1
Attributes: Humanities
Prerequisites: ENS 220

ENS 230 - PIANO ENSEMBLE II
Continued exploration of ensemble and collaborative issues through more advanced duo piano repertory.
Credits: 1
Attributes: Humanities
Prerequisites: ENS 221

ENS 231 - PRINCIPLES COLLABORATIVE PIANO II
Continued development of collaborative piano skills through more advanced work with singers and instrumentalists.
Credits: 1
Attributes: Humanities
Prerequisites: ENS 230

ENS 235 - LARGE JAZZ ENSEMBLE
Rehearsal and performance of originals and arrangements for large ensemble structured around the historic Birth of the Cool instrumentation of Miles Davis and Gil Evans.
Credits: 1
Attributes: Humanities
Course Notes: Must audition

ENS 235Y - LARGE JAZZ ENSEMBLE
Credits: 0
Attributes: Humanities

ENS 236 - JAZZ COMBO
Five to eight players including complete rhythm section.
Credits: 1
Attributes: Humanities
Course Notes: Must audition.

ENS 236Y - SMALL JAZZ ENSEMBLE
Credits: 0
Attributes: Humanities

ENS 237 - VOCAL JAZZ ENSEMBLE
Eight to sixteen singers. Survey of jazz and other popular music styles.
Credits: 1
Attributes: Humanities
Course Notes: Must audition.

ENS 237Y - VOCAL JAZZ ENSEMBLE
Credits: 0
Attributes: Humanities

ENS 240 - LATIN JAZZ: HISTORY & PERFORMANCE
Foundation in the performance of compositions and arrangements that are based on the rhythms and song styles of Afro-Caribbean and Brazilian musical traditions.
Credits: 1
Attributes: Humanities
Course Notes: Audition required.

ENS 246 - PRACTICUM:COLLABORATIVE PIANO
Fulfillment of collaborative piano assignment; independent work supervised by faculty.
Credits: 1
Attributes: Humanities
Prerequisites: ENS 245
ENS 305 - CHAMBER MUSIC (PIANO)
Credits: 1
Attributes: Humanities
Prerequisites: PIA 312

ENS 306 - CHAMBER MUSIC (WIND/BRASS)
Study, rehearsal and performance of works from the wind/brass chamber music repertory.
Credits: 1
Attributes: Humanities
Course Notes: Applied instrument 211 required.

ENS 307 - CHAMBER MUSIC (STRINGS)
Study, rehearsal and performance of works from the string chamber music repertory.
Credits: 1
Attributes: Humanities
Course Notes: Junior standing or consent

ENS 308 - PERCUSSION ENSEMBLE
Study, rehearsal and performance of works from the percussion chamber music repertory.
Credits: 1
Attributes: Humanities
Course Notes: Applied instrument 211 required.

ENS 381Y - ORCHESTRA
Credits: 0
Attributes: Humanities

ENS 395 - INDEPENDENT STUDY
Credits: 1-3
Attributes: Humanities
# MUSIC FOR NON MAJORS (MNOM)

**MNOM 115 - BEGINNING PIANO**
See MUSC 115.
Credits: 3
Attributes: Humanities
Course Notes: For non-majors

**MNOM 120 - BEGINNING VOICE**
Basic vocal training focused on fundamental techniques (breath support, tone, diction), expression, and interpretation. Ability to read music is desirable.
Credits: 3
Attributes: Humanities
Course Notes: For non majors

**MNOM 156 - BEGINNING GUITAR**
Credits: 3
Attributes: Humanities

**MNOM 201 - PRINCIPLES OF MUSIC COMPOSITION**
Through writing short original works, students will learn the principles of music composition and the elements of compositional style. Topics include notation, form, structure, shape, and instrumentation, as well as listening skills and various 20th and 21st century styles.
Credits: 3

**MNOM 204 - UNIVERSITY SINGERS**
Rehearsal and informal performance of a wide range of musical styles, with emphasis on basic reading and performance skills and increasing musical understanding.
Credits: 3
Attributes: Humanities
Course Notes: Open to all singers. No credit towards BM degree.

**MNOM 207 - EXPLORING THE BLUES**
The musical, cultural, and historical aspects of blues music, including the various style elements and their places of origin, as well as the artists who created them. Influence of the blues on subsequent musical styles such as jazz, R&B, and rock.
Credits: 3
Attributes: Humanities

**MNOM 240 - MUSIC IN CULTURE & SOCIETY**
No formal music background required. Study of the elements of music (rhythm, melody, harmony, texture, form) and the influence of culture on creation, production, artistic expression, media, technology, the role of the artist in society, and the listener's perception, through investigation of various genres, styles, artists, and/or time periods. Music as critique and commentary on society, and as a vehicle for social change. May be repeated for credit with a different topic.
Credits: 3
Attributes: Honors Program, Humanities, Transformational Service Learning
MUHL 210 - VERNACULAR MUSIC OF THE UNITED STATES
American popular song, musical theater, ragtime, jazz, blues, gospel, country, bluegrass, folk, Latino, Cajun, and rock. Roots of American folk and popular music in African, Anglo-Celtic, and other musical cultures. Introduction to world music studies, including perspectives and methods of ethnomusicology.
Credits: 3
Prerequisites: MUSC 121A and MUSC 121B

MUHL 240 - MUSIC IN CULTURE & SOCIETY
No formal music background required. The elements of music (rhythm, melody, harmony, texture, form) and the influence of culture on creation, production, artistic expression, media, technology, the role of the artist in society, and the listener's perception, through investigation of various genres, styles, artists, and/or time periods. Music as critique and commentary on society, and as a vehicle for social change. May be repeated for credit with a different topic.
Credits: 3
Attributes: Honors Program, Humanities, Transformational Service Learning

MUHL 251 - HISTORY OF WESTERN MUSIC I
Thematic exploration of European musical culture before 1600 (the Middle Ages and Renaissance). Gregorian chant, secular monophonic song, the rise of Medieval polyphony, the development of sacred and secular Franco-Flemish polyphony, the development of the motet and madrigal, and the rise of instrumental music. Artistic endeavors as contextualized by study of the people involved, their lives, institutions, and intellectual and cultural movements.
Credits: 3
Prerequisites: MUSC 122A and MUSC 122B

MUHL 252 - HISTORY OF WESTERN MUSIC II
Thematic exploration of European musical culture in the 17th and 18th centuries (Baroque and Classical eras). The rise of monody, developments in the concerto, oratorio, Mass, symphony, string quartet, and opera. Artistic endeavor as contextualized by study of the people involved, their lives, institutions, and intellectual and cultural movements.
Credits: 3
Prerequisites: MUSC 122A and MUSC 122B

MUHL 253 - HISTORY OF WESTERN MUSIC III
Thematic exploration of Western cultivated traditions from the 19th to 21st centuries (the Romantic Era to the present). Romantic piano music, art song, symphonic compositions, chamber music, and opera. The expansion and dissolution of tonality at the turn of the 20th century. Competing forces in national identity, experimental art traditions, the role of technology, instrument development, and notation. Artistic endeavors as illuminated by fundamental questions of how composers and performers have defined their art, preferences, and musical techniques.
Credits: 3
Prerequisites: MUSC 222A and MUHL 252 and MUSC 222B

MUHL 318 - KEYBOARD LITERATURE
Survey of literature for stringed keyboard instruments; emphasis on music for pianoforte, 1700 to present.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B and MUHL 251 and MUHL 252
Course Notes: or consent

MUHL 319 - ART SONG LITERATURE
Survey and style analysis of solo song literature. Topic varies by semester; course may be repeated for credit.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B
Course Notes: or instr. consent

MUHL 321 - PERFORMANCE PRACTICE: 1600-1800
Ideas and conventions associated with the performance of older music, specifically that of the 17th and 18th centuries. Begins with the vocal 'Seconda Prattica' 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.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B and MUHL 251

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.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B and MUHL 252

MUHL 337 - ORCHESTRAL LITERATURE
Stylistic and structural survey of symphonies, concertos, suites, overtures, and other orchestral works from circa 1730 to 1900.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B and MUHL 252
Course Notes: or instr. consent

MUHL 339 - CHAMBER MUSIC LITERATURE
Survey and style analysis of chamber music literature since the Renaissance. Topic varies by semester; course may be repeated for credit.
Credits: 3
Prerequisites: MUSC 222 and MUHL 252
Course Notes: or instr. consent

MUHL 351 - SPECIAL TOPICS IN MUSIC LITERATURE
Exploration and cultural contextualization of musical developments, repertories, and figures, with the goal of understanding music in both artistic and sociopolitical terms, through readings, class discussions, group and individual presentations, and research papers. The course can be repeated with a change in topic.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B

MUHL 385 - OVERVIEW: MUSIC THEORY TO 1900
Review of tonal music theory (including chromaticism and form). Required of MM students not sufficiently prepared for music academic coursework
Credits: 1

MUHL 386 - OVERVIEW: MUSIC HISTORY TO 1900
Review of music history through the beginning of the 20th century. Required of MM students not sufficiently prepared for music academic coursework.
Credits: 1
MUHL 387 - OVERVIEW OF MUSIC SINCE 1900
Harmonic/stylistic and historical overview of music since 1900.
Required of MM students not sufficiently prepared for music academic coursework.
Credits: 1

MUHL 395 - INDEPENDENT STUDY
Individual research under departmental guidance.
Credits: 1-6
Course Notes: Consent of instructor

MUHL 397 - SPECIAL TOPICS
Enrollment in graduate level coursework. Requires permission of Academic Music Studies Dept. Topics vary by semester.
Credits: 3
Course Notes: Consent needed.
MUSIC JAZZ STUDIES (JAZZ)

JAZZ 200 - MAKING & UNDERSTANDING OF JAZZ
Introduction to jazz, an American original art form. Listening to jazz forms and understanding techniques of improvisation. The relationship between music and culture. Jazz masters of the past and their significance to the jazz music of today.
Credits: 3

JAZZ 207 - EXPLORING THE BLUES
The musical, cultural, and historical aspects of blues music, including the various style elements and their places of origin, as well as the artists who created them. Influence of the blues on subsequent musical styles such as jazz, R&B, and rock.
Credits: 3

JAZZ 210 - JAZZ THEORY I
Jazz chord structures and related nomenclature; chord/scale relationships; basic jazz chord progressions; jazz rhythms (swing and straight); song and blues forms; melodic tendencies.
Credits: 3
Prerequisites: MUSC 122A and MUSC 122B and MUSC 122C
Course Notes: or consent

JAZZ 211 - ESSENTIALS OF JAZZ I
Introduction to the originators and innovators of jazz style. Historical overview and in-depth style analysis.
Credits: 2
Prerequisites: MUSC 121A
Course Notes: May be concurrent.

JAZZ 212 - ESSENTIAL OF JAZZ I
Continuation of JAZZ 211: historical overview of jazz and its relationship to American cultural and political history from 1945.
Credits: 2
Prerequisites: JAZZ 211

JAZZ 215 - JAZZ THEORY II
Continuation of Jazz 210 to include advanced harmonic structures, scale forms, and chord progressions.
Credits: 3
Prerequisites: JAZZ 210

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.
Credits: 2
Prerequisites: VOI 271
Course Notes: or concurrent

JAZZ 221 - SKILLS 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.
Credits: 2
Prerequisites: VOI 271
Course Notes: or concurrent

JAZZ 225 - VOCAL JAZZ PERFORMANCE CLAS
Required of vocal jazz majors. Development of stage presence, interpretive abilities and technique through performance for peer audience and department faculty. Meets weekly.
Credits: 0

JAZZ 230 - IMPROVISATION
Fundamentals and concepts of jazz improvisation. Development of students' understanding of basic jazz vocabulary by focusing on essential knowledge (including personal sound & style, solo construction & development, rhythmic skills, blues, modes, and free form improv).
Review of the most important solos and soloists in jazz.
Credits: 2
Course Notes: Major instrument or VOI 271 may be taken concurrently.

JAZZ 243 - JAZZ PIANO TECHNIQUES I
Functional jazz keyboard technique for non-pianists: diatonic seventh chords; ii V I in major and minor; comping on basic song forms; adding 9ths and 13ths to chords; blues form, blues scales, and an introduction to rootless voicings.
Credits: 2
Prerequisites: MUSC 122

JAZZ 244 - JAZZ PIANO TECH II
Continuation of JAZZ 243: rootless chord voicings applied to major and minor ii V I; chromatic embellishment of static harmony; voicing 7sus4 chords; "So What" and quartal voicings; idiomatic keyboard vamps; transcribed piano pieces.
Credits: 2
Prerequisites: JAZZ 243

JAZZ 245 - UNDERSTANDING DRUMS AND BASS
Rhythm section hands-on experience in playing bass and drums. Constructing and notating rhythm section parts, focus on stylistic integrity, time and feel.
Credits: 2

JAZZ 305 - COMPOSITION & ARRANGING I
Form, structure, melody, rhythm and harmony in jazz and other contemporary forms. Scoring techniques for standard jazz ensembles.
Credits: 3
Prerequisites: JAZZ 215
Course Notes: or consent

JAZZ 306 - COMPOSITION & ARRANGING II
Continuation of 305 to include development of individual style.
Credits: 3
Prerequisites: JAZZ 305

JAZZ 310 - JAZZ FORUM
Development of stage presence, improvisation, ensemble skills and technique through performance for peer audience, faculty, and guest artists.
Credits: 0
Course Notes: Pre-requisite: Applied 271 (may be concurrent).

JAZZ 350 - INTRODUCTION TO MUSIC BUSINESS
Aspects of the music business, including legal representation, copyrights, royalties, publishing, the recording industry, management, touring, marketing, distribution, the role of technology, and maintaining a career in music.
Credits: 2
Prerequisites: JAZZ 215
JAZZ 360 - JAZZ PEDAGOGY
The history of jazz education; critical listening to students' musical performances; presenting sequencing pedagogical materials; conducting clinics and masterclasses; rehearsing bands of various sizes and skills; teaching style and improvisation; functioning in various school settings; festival adjudication; helping students develop their own approaches at various levels
Credits: 2
Course Notes: Jr. stand. or instr. consent

JAZZ 395 - INDEPENDENT STUDY
Individual research under departmental guidance.
Credits: 1-4
Course Notes: Consent of instructor

JAZZ 399 - JAZZ JURY EXAM
Performance of required repertory and technique for a faculty panel.
Credits: 0
MUSIC PEDAGOGY (MPE)

MPE 330 - SENIOR SEMINAR IN MUSIC PEDAGOGY
Introduction to the teaching and learning of music. Types and stages of learning. Sequencing of concepts/skills and lesson planning. Teacher-student relationships; ethics and business practices; professional development. Introduction to specific pedagogies and methodologies. Credits: 1
Course Notes: Applied instrument or VOI 313 or concurrent.

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, Bartok, 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.
Credits: 3
Prerequisites: PIA 214

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.
Credits: 3
Prerequisites: MPE 361

MPE 395 - INDEPENDENT STUDY
Credits: 1-3
MUSIC PERFORMANCE (PERF)

**PERF 120 - BEGINNING VOICE**
Basic vocal training focused on fundamental techniques (breath support, tone, diction), expression, and interpretation. Ability to read music is desirable.
Credits: 3
Attributes: Humanities
Course Notes: For Non-Majors

**PERF 131 - COMPREHENSIVE KEYBOARD LITERACY I**
Integration of musical and pianistic literacy—the ability to decode, translate, comprehend, and fluently realize music notation as artistic expression. Course activities include methodical interpretation, sightplaying, study of the piano as a machine, various methods of harmonic realization, anatomical analysis of piano technique, and efficient practice and rehearsal strategies.
Credits: 2
Prerequisites: PIA 211

**PERF 132 - COMPREHENSIVE KEYBOARD LITERACY II**
Continuation of PERF 131 with addition of chromatic progressions and more advanced harmonization, interpretation, practice, sightplaying, and reading materials. Development of aural form recognition.
Credits: 2
Prerequisites: PERF 131

**PERF 156 - BEGINNING GUITAR**
Credits: 3

**PERF 200 - APPLIED STUDY (LOWER DIVISION)**
Private study in major area for students in the first two years of the undergraduate program.
Credits: 4
Course Notes: Consent of department.

**PERF 211 - LANGUAGE SKILLS FOR SINGERS I**
Understanding and use of the body as an instrument to project language. Topics include anatomy, phonation, resonation & articulation, grammar, poetry & poetics, IPA.
Credits: 1
Prerequisites: VOI 211

**PERF 212 - LANGUAGE SKILLS FOR SINGERS II**
Stage diction in Italian, German and French for classical singers. Grammatical and phonetic principles of each. Continued use of IPA.
Credits: 1
Prerequisites: VOI 211

**PERF 215 - ADVANCED STUDY OF RHYTHM/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.
Credits: 2
Prerequisites: MUSC 222A and MUSC 222B and MUSC 222C

**PERF 231 - COMPREHENSIVE KEYBOARD LITERACY III**
Continuation of PERF 132 with addition of chromatic progressions and more advanced harmonization, interpretation, practice, sightplaying, and reading materials. Development of aural form recognition.
Credits: 2
Prerequisites: PERF 132

**PERF 232 - KEYBOARD IMPROVISATION**
Continuation of 231. Focus on improvisation, creating accompaniments, and practical applications for theoretical concepts (e.g., figured bass and continuo realization).
Credits: 2
Prerequisites: PIA 212

**PERF 233 - COMPREHENSIVE KEYBOARD LITERACY IV**
Continuation of PERF 231 with addition of chromatic modulation and more advanced harmonization, improvisation, arranging, interpretation, practice, sightplaying, and reading materials. Advanced aural form recognition.
Credits: 2
Prerequisites: PERF 231

**PERF 240 - ELEMENTS OF CONDUCTING**
Credits: 2
Prerequisites: MUSC 122A and MUSC 122B

**PERF 250 - JURY EXAM-WOODWINDS (FRESHMAN)**
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 211 or 212.

**PERF 261 - JURY EXAM- BRASS (FRESHMAN)**
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 211 or 212.

**PERF 262 - JURY EXAM-STRINGS (FRESHMAN)**
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 211 or 212.

**PERF 263 - JURY EXAM-PERCUSSION (FRESHMAN)**
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 211 or 212.

**PERF 264 - JURY EXAM-WOODWINDS (SOPH)**
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 213 or 214

**PERF 265 - JURY EXAM- BRASS (SOPH)**
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 213 or 214

**PERF 266 - JURY EXAM-STRINGS (SOPH)**
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 213 or 214

**PERF 267 - JURY EXAM-PERCUSSION (SOPH)**
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 213 or 214

**PERF 290 - APPLIED JURY EXAMINATION NON-CURRICULAR LOWER DIVISION**
Performance of repertoire for a panel of department faculty.
Credits: 0
Prerequisites: PERF 200
Course Notes: Dept. Instr. consent.Co-req. ELP 70's/80's Level
PERF 311 - LANGUAGE SKILLS FOR SINGERS III
Advanced interdisciplinary course for senior voice majors addressing projected language. Review of IPA and English, Italian, French, and German languages. Application of concepts and skills in senior recital repertory.
Credits: 1
Prerequisites: PERF 212

PERF 312 - LANGUAGE SKILLS FOR SINGERS IV
Continuation of PERF 311. Advanced studies in project language applied to the senior recital repertory.
Credits: 1
Prerequisites: PERF 311

PERF 327 - JUNIOR/SENIOR OPERA
Staged and costumed production of a complete operatic work, culminating in public performance.
Credits: 1
Prerequisites: VOI 204 or VOI 214

PERF 334 - COMPREHENSIVE GUITAR TECHNIQUE
Exploration of the purpose and approach to the technical exercise. Topics of basic guitar technique, principles of finger mechanics, relation of technique and repertoire, and development of a didactical understanding of the physical approach.
Credits: 2
Prerequisites: GUIT 211

PERF 335 - ORCHESTRAL EXCERPTS - BASS
Study of major orchestral works with emphasis on style, technique, musicianship, and ensemble; experience in mock auditions.
Credits: 1
Prerequisites: STB 214

PERF 336 - HISTORY AND PERFORMANCE OF GUITAR LITERATURE
Exploration of the history of the classical guitar and related instruments (lute and vihuela) from the Renaissance to the present day. The range of study will include the physical development of the instruments, techniques, solo and ensemble music (both original and transcriptions) with an emphasis on historic forms and theoretical analysis, composers and prominent performers.
Credits: 3
Prerequisites: GUIT 311
Course Notes: or dept. consent.

PERF 338 - CAREER SEMINAR FOR CLASSICAL GUITAR MAJORS
Weekly seminar to educate Classical Guitar Performance majors about professional development and careers in the field beyond solo performance.
Credits: 2
Prerequisites: GUIT 311
Course Notes: or dept. consent.

PERF 342 - ORCHESTRAL EXCERPTS - VIOLIN
Study of major orchestral works with emphasis on style, technique, and musicianship; experience in mock auditions.
Credits: 1
Prerequisites: VLN 214
Course Notes: or consent.

PERF 343 - ORCHESTRAL EXCERPTS - VIOLA
Study of major orchestral works with emphasis on style, technique, and musicianship; experience in mock auditions.
Credits: 1
Prerequisites: VLA 214
Course Notes: or consent.

PERF 344 - ORCHESTRAL EXCERPTS - VIOLONCELLO
Study of major orchestral works with emphasis on style, technique, and musicianship; experience in mock auditions
Credits: 1
Prerequisites: VCEL 214
Course Notes: or consent.

PERF 346 - JURY EXAMS - STRINGS
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 313 or 314.

PERF 360 - JURY EXAM- WOODWINDS (JUNIOR)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 311 or 312.

PERF 361 - JURY EXAM-BRASS (JUNIOR)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 311 or 312.

PERF 362 - JURY EXAM-STRINGS
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 311 or 312.

PERF 363 - JURY EXAM- PERCUSSION (JUNIOR)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 311 or 312.

PERF 364 - JURY EXAM-WOODWINDS (SENIOR)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 313 or 314.

PERF 365 - JURY EXAM- BRASS (SENIOR)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 313 or 314.

PERF 366 - STRING PERFORMANCE CLASS
Performance of repertoire for an audience of peers and faculty. Required of all string majors every semester.
Credits: 0
Course Notes: Consent required.

PERF 370 - BRASS PERFORMANCE CLASS
Performance of repertoire for an audience of peers and faculty. Required of all brass majors every semester.
Credits: 0
Course Notes: Consent required.

PERF 376 - WOODWIND PERFORMANCE CLASS
Performance of repertoire for an audience of peers and faculty. Required of all woodwind majors every semester.
Credits: 0
Course Notes: Concurrent registration for applied woodwind lessons

PERF 378 - STRING PERFORMANCE CLASS
Performance of repertoire for an audience of peers and faculty. Required of all string majors every semester.
Credits: 0
Course Notes: Consent required.
PERF 387 - GRADUATE DICTION REVIEW: ENGLISH/GERMAN
Review of principles of English and German diction for singers and use of the International Phonetic Alphabet. No credit toward MM degree.
Credits: 2
Course Notes: By placement.

PERF 388 - GRADUATE DICTION REVIEW: ITALIAN/FRENCH
Review of principles of Italian and French diction for singers and use of the International Phonetic Alphabet. No credit toward MM degree.
Credits: 2
Course Notes: By placement.

PERF 390 - APPLIED JURY EXAMINATION NON-CURRICULAR UPPER DIVISION
Performance of repertoire for a panel of department faculty.
Credits: 0
Prerequisites: PERF 300
Course Notes: Concurrent registration in PERF 300

PERF 395 - INDEPENDENT STUDY
Credits: 1-6
Course Notes: Consent of instructor

PERF 397 - UNDERGRADUATE COURSE
Credits: 2

PERF 399 - CURRICULAR PRACTICAL TRAINING- MUSIC
Authorization granted to student in F-1 status for part-time employment integral to the curriculum and directly related to the major.
Credits: 0
MUSIC THEORY & ANALYSIS (MTA)

MTA 301 - INSTRUMENTATION/ORCHESTRATION
Study of orchestral instruments, their characteristics and technical capabilities. Analysis of traditional and contemporary orchestral and chamber music; orchestral techniques. Readings of students’ orchestrations in class.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B and MUSC 222C

MTA 302 - ADVANCED ORCHESTRATION
Scoring for various ensembles; emphasis on larger groups. Study of representative contemporary scores.
Credits: 3
Prerequisites: MTA 301

MTA 304 - COUNTERPOINT
Study of contrapuntal practice, forms, and techniques through readings, analysis, and original compositions.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B

MTA 305 - FORM AND ANALYSIS
Forms, structures, and styles of selected works from 18th through the 20th century. Emphasis on the origins and evolution of organizational approaches and an introduction to current trends in music theory.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B and ENG 102

MTA 325 - INTRO ELECTROACOUSTIC MUSIC
Introduction to music and sonic-art created through the means of electronics and computers. The history and theory of electro-acoustic music, musical acoustics, psychoacoustics, digital audio theory, digital signal processing. Development of listening skills. The main focus is on students’ personal creative projects; students will complete one fixed electronic music project and several assignments on Max/MSP.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B

MTA 326 - ELECTROACOUSTIC MUSIC II
Continuation of MTA 325. This class focuses on electro-acoustic music composition in fixed media with one instrument, and a brief introduction to live electronics with one instrument and digital video art using Max/MSP/Jitter. This class is offered in conjunction with the biennial Electro-Acoustic Music Festival where all students’ works will be featured as well as works by guest composers.
Credits: 3
Prerequisites: MUSC 222A and MUSC 222B and MUSC 222C and MTA 325

MTA 397 - SPECIAL TOPICS
Enrollment in graduate level coursework. Requires permission of Academic Music Studies Dept. Topics vary by semester.
Credits: 3
# MUSIC: BASSOON (BSSN)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Attributes</th>
<th>Prerequisites</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSSN 201</td>
<td>BASSOON (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td>Placement audition.</td>
</tr>
<tr>
<td>BSSN 202</td>
<td>BASSOON (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>BSSN 201</td>
<td></td>
</tr>
<tr>
<td>BSSN 203</td>
<td>BASSOON (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSSN 204</td>
<td>BASSOON (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSSN 211</td>
<td>BASSOON (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>BSSN 212</td>
<td>BASSOON (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>BSSN 211</td>
<td></td>
</tr>
<tr>
<td>BSSN 213</td>
<td>BASSOON (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>BSSN 212</td>
<td></td>
</tr>
<tr>
<td>BSSN 214</td>
<td>BASSOON (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>BSSN 213</td>
<td></td>
</tr>
<tr>
<td>BSSN 301</td>
<td>BASSOON (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSSN 302</td>
<td>BASSOON (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSSN 303</td>
<td>BASSOON (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSSN 311</td>
<td>BASSOON (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSSN 312</td>
<td>BASSOON (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>BSSN 311</td>
<td></td>
</tr>
<tr>
<td>BSSN 313</td>
<td>BASSOON (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>BSSN 312</td>
<td></td>
</tr>
<tr>
<td>BSSN 314</td>
<td>BASSOON (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>BSSN 313</td>
<td></td>
</tr>
</tbody>
</table>
MUSIC: CLARINET (CLAR)

CLAR 201 - CLARINET (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Placement audition

CLAR 202 - CLARINET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: CLAR 201
Course Notes: or placement

CLAR 203 - CLARINET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: CLAR 202
Course Notes: or placement

CLAR 204 - CLARINET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: CLAR 203
Course Notes: or placement

CLAR 211 - CLARINET (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

CLAR 212 - CLARINET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: CLAR 211
Course Notes: or placement

CLAR 213 - CLARINET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: CLAR 212
Course Notes: or placement

CLAR 214 - CLARINET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: CLAR 213
Course Notes: or placement

CLAR 300 - CLARINET - GRAD
Credits: 2-6
Attributes: Humanities

CLAR 301 - CLARINET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: CLAR 204
Course Notes: or placement

CLAR 302 - CLARINET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: CLAR 301
Course Notes: or placement

CLAR 303 - CLARINET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: CLAR 302
Course Notes: or placement

CLAR 311 - CLARINET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: CLAR 214
Course Notes: or placement

CLAR 312 - CLARINET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: CLAR 311
Course Notes: or placement

CLAR 313 - CLARINET (MAJOR)
Credits: 3,4
Attributes: Humanities

CLAR 314 - CLARINET (MAJOR)
Credits: 3,4
Attributes: Humanities
MUSIC: ELECTRIC BASS  
(ESTB)

ESTB 271 - ELECTRIC BASS  
Credits: 2-4  
Attributes: Humanities  
Course Notes: Placement audition

ESTB 272 - ELECTRIC BASS  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: ESTB 271  
Course Notes: or placement

ESTB 273 - ELECTRIC BASS  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: ESTB 272  
Course Notes: or placement

ESTB 274 - ELECTRIC BASS  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: ESTB 273  
Course Notes: or placement

ESTB 371 - ELECTRIC STR BASS  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: ESTB 274  
Course Notes: or placement

ESTB 372 - ELECTRIC BASS  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: ESTB 371  
Course Notes: or placement

ESTB 373 - ELECTRIC BASS  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: ESTB 372  
Course Notes: or placement

ESTB 374 - ELECTRIC BASS  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: ESTB 373  
Course Notes: or placement
MUSIC: ELECTRIC GUITAR (EGUI)

EGUI 271 - ELECTRIC GUITAR
Credits: 2-4
Attributes: Humanities
Course Notes: Placement audition.

EGUI 272 - ELECTRIC GUITAR
Credits: 2-4
Attributes: Humanities
Prerequisites: EGUI 271

EGUI 273 - ELECTRIC GUITAR
Credits: 2-4
Attributes: Humanities
Prerequisites: EGUI 272

EGUI 274 - ELECTRIC GUITAR
Credits: 2-4
Attributes: Humanities
Prerequisites: EGUI 273

EGUI 371 - ELECTRIC GUITAR
Credits: 2-4
Attributes: Humanities

EGUI 372 - ELECTRIC GUITAR
Credits: 2-4
Attributes: Humanities

EGUI 373 - ELECTRIC GUITAR
Credits: 2-4
Attributes: Humanities

EGUI 374 - ELECTRIC GUITAR
Credits: 2-4
Attributes: Humanities
MUSIC: EUPHONIUM (EUPH)

EUPH 201 - EUPHONIUM LESSONS
Credits: 2
Attributes: Humanities

EUPH 202 - EUPHONIUM LESSONS
Applied lessons in Euphonium.
Credits: 2
Prerequisites: EUPH 201

EUPH 203 - EUPHONIUM LESSONS
Applied lessons in Euphonium.
Credits: 2
Prerequisites: EUPH 202

EUPH 204 - EUPHONIUM LESSONS
Applied lessons in Euphonium.
Credits: 2
Prerequisites: EUPH 203

EUPH 301 - EUPHONIUM LESSONS
Applied lessons in Euphonium.
Credits: 2
Prerequisites: EUPH 204

EUPH 302 - EUPHONIUM LESSONS
Applied lessons in Euphonium.
Credits: 2
Prerequisites: EUPH 301

EUPH 303 - EUPHONIUM LESSONS
Applied lessons in Euphonium.
Credits: 2
Prerequisites: EUPH 302
MUSIC: FLUTE (FLT)

FLT 201 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Placement audition

FLT 202 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FLT 201
Course Notes: or placement

FLT 203 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FLT 202
Course Notes: or placement

FLT 204 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FLT 203
Course Notes: or placement

FLT 211 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

FLT 212 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 211
Course Notes: FLT 211 or placement

FLT 213 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 212
Course Notes: or placement

FLT 214 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 213
Course Notes: or placement

FLT 301 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FLT 204
Course Notes: or placement

FLT 302 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FLT 301
Course Notes: FLT 301 or placement

FLT 303 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FLT 302
Course Notes: or placement

FLT 311 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 214
Course Notes: or placement

FLT 312 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 311
Course Notes: or placement

FLT 313 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 312
Course Notes: or placement

FLT 314 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 313
Course Notes: or placement
MUSIC: FRENCH HORN (FRHN)

FRHN 201 - FRENCH HORN (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Placement audition

FRHN 202 - FRENCH HORN (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FRHN 201
Course Notes: FRHN 201 or placement

FRHN 203 - FRENCH HORN (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FRHN 202
Course Notes: FRHN 202 or placement

FRHN 204 - FRENCH HORN (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FRHN 203
Course Notes: Dept. consent

FRHN 211 - FRENCH HORN (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

FRHN 212 - FRENCH HORN (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FRHN 211
Course Notes: or placement

FRHN 213 - FRENCH HORN (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FRHN 212
Course Notes: or placement

FRHN 214 - FRENCH HORN (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FRHN 213
Course Notes: or placement

FRHN 301 - FRENCH HORN (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FRHN 204
Course Notes: or placement

FRHN 302 - FRENCH HORNS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FRHN 301
Course Notes: or placement

FRHN 303 - FRENCH HORNS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: FRHN 302
Course Notes: or placement

FRHN 311 - FRENCH HORN (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FRHN 214
Course Notes: or placement

FRHN 312 - FRENCH HORN (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FRHN 311
Course Notes: or placement

FRHN 313 - FRENCH HORN (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FRHN 312
Course Notes: or placement

FRHN 314 - FRENCH HORN (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FRHN 313
Course Notes: or placement
MUSIC: HARP (HARP)

HARP 211 - HARP (MAJOR)
Credits: 4
Attributes: Humanities
Course Notes: Placement Audition

HARP 212 - HARP (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: HARP 211
Course Notes: or placement

HARP 213 - HARP (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: HARP 212
Course Notes: or placement

HARP 214 - HARP (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: HARP 213
Course Notes: or placement

HARP 300 - HARP PERFORMANCE CLASS
Performance of selected repertory for peers and faculty. Required for Harp majors every semester in residence.
Credits: 0
Attributes: Humanities

HARP 301 - HARP
Credits: 2
Attributes: Humanities

HARP 302 - HARP
Credits: 2
Attributes: Humanities

HARP 303 - HARP
Credits: 2
Attributes: Humanities

HARP 311 - HARP (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: HARP 214
Course Notes: or placement

HARP 312 - HARP (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: HARP 311
Course Notes: or placement

HARP 313 - HARP (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: HARP 312
Course Notes: or placement

HARP 314 - HARP (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: HARP 313
Course Notes: or placement
MUSIC: JAZZ DRUM SET (JDR)

JDR 271 - JAZZ DRUM SET
Credits: 2-4
Course Notes: Placement audition.

JDR 272 - JAZZ DRUM SET
Credits: 2-4
Prerequisites: JDR 271
Course Notes: or placement.

JDR 273 - JAZZ DRUM SET
Credits: 2-4
Prerequisites: JDR 272
Course Notes: or placement.

JDR 274 - JAZZ DRUM SET
Credits: 2-4
Prerequisites: JDR 273
Course Notes: or placement.

JDR 371 - INDEPENDENT JAZZ DRUM
Credits: 2-4

JDR 372 - PRIVATE JAZZ DRUM
Credits: 2-4

JDR 373 - JAZZ DRUM SET
Credits: 2-4
Prerequisites: JDR 372
Course Notes: or placement.

JDR 374 - JAZZ DRUM SET
Credits: 2-4
Prerequisites: JDR 373
Course Notes: or placement.
OBOE 201 - OBOE (MINOR)
Credits: 2
Course Notes: Placement audition

OBOE 202 - OBOE (MINOR)
Credits: 2
Prerequisites: OBOE 201
Course Notes: or placement

OBOE 203 - OBOE (MINOR)
Credits: 2
Prerequisites: OBOE 202
Course Notes: or placement

OBOE 204 - OBOE (MINOR)
Credits: 2
Prerequisites: OBOE 203
Course Notes: or placement

OBOE 211 - OBOE (MAJOR)
Credits: 3,4
Course Notes: Dept. consent

OBOE 212 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 211
Course Notes: or placement

OBOE 213 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 212
Course Notes: or placement

OBOE 214 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 213
Course Notes: or placement

OBOE 301 - OBOE (MINOR)
Credits: 2
Prerequisites: OBOE 204
Course Notes: or placement

OBOE 302 - OBOE (MINOR)
Credits: 2
Prerequisites: OBOE 301
Course Notes: or placement

OBOE 303 - OBOE (MINOR)
Credits: 2
Prerequisites: OBOE 302
Course Notes: or placement

OBOE 311 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 313
Course Notes: or placement

OBOE 312 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 311
Course Notes: or placement

OBOE 313 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 312
Course Notes: or placement
MUSIC: ORGAN (ORG)

ORG 314 - ORGAN (MAJOR)
Credits: 4
Prerequisites: ORG 313
Course Notes: or placement
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER 201</td>
<td>PERCUSSION (MINOR)</td>
<td>2</td>
<td>PER 201</td>
<td>Placement audition.</td>
</tr>
<tr>
<td>PER 202</td>
<td>PERCUSSION (MINOR)</td>
<td>2</td>
<td>PER 201</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 203</td>
<td>PERCUSSION (MINOR)</td>
<td>2</td>
<td>PER 202</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 204</td>
<td>PERCUSSION (MINOR)</td>
<td>2</td>
<td>PER 203</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 211</td>
<td>PERCUSSION (MAJOR)</td>
<td>3,4</td>
<td>PER 214</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 212</td>
<td>PERCUSSION (MAJOR)</td>
<td>3,4</td>
<td>PER 211</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 213</td>
<td>PERCUSSION (MAJOR)</td>
<td>3,4</td>
<td>PER 212</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 214</td>
<td>PERCUSSION (MAJOR)</td>
<td>3,4</td>
<td>PER 213</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 300</td>
<td>PERCUSSION PERFORMANCE CLASS</td>
<td>0</td>
<td>-</td>
<td>Consent required.</td>
</tr>
<tr>
<td>PER 301</td>
<td>PERCUSSION (MINOR)</td>
<td>2</td>
<td>PER 204</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 302</td>
<td>PERCUSSION (MINOR)</td>
<td>2</td>
<td>PER 301</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 303</td>
<td>PERCUSSION (MINOR)</td>
<td>2</td>
<td>PER 302</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 311</td>
<td>PERCUSSION (MAJOR)</td>
<td>3,4</td>
<td>PER 214</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 312</td>
<td>PERCUSSION (MAJOR)</td>
<td>3,4</td>
<td>PER 311</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 313</td>
<td>PERCUSSION (MAJOR)</td>
<td>3,4</td>
<td>PER 312</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 314</td>
<td>PERCUSSION (MAJOR)</td>
<td>3,4</td>
<td>PER 313</td>
<td>or placement.</td>
</tr>
<tr>
<td>PER 315</td>
<td>PERCUSSION (MAJOR)</td>
<td>4</td>
<td>PER 314</td>
<td>or placement.</td>
</tr>
</tbody>
</table>
MUSIC: PIANO (PIA)

PIA 101 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Consent of instructor

PIA 102 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 101
Course Notes: or placement

PIA 103 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 102
Course Notes: or placement

PIA 104 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 103
Course Notes: or placement

PIA 200 - ACCOMPANYING REQUIREMENT
Credits: 0
Attributes: Humanities

PIA 201 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: or placement

PIA 202 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 201
Course Notes: or placement

PIA 203 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 202
Course Notes: or placement

PIA 204 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 203
Course Notes: or placement

PIA 205 - PIANO MINOR JURY
Performance of required repertory and technique for a faculty panel.
Credits: 0
Attributes: Humanities

PIA 206 - FUNCTIONAL KEYBOARD SKILLS FOR THE MUSIC EDUCATOR
Functional skills and materials for the choral and general music classroom, including piano accompaniments for vocal warmups; ii-V7-I in all major keys, multiple voicings; sightplaying chorales and junior high choral scores; study of accompaniments to standard junior high and high school choral repertory; leadsheet realizations.
Credits: 2
Prerequisites: MUSC 222C

PIA 211 - PIANO (MAJOR)
Credits: 2-4
Attributes: Humanities
Course Notes: Consent of instructor

PIA 212 - PIANO (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 211
Course Notes: or placement

PIA 213 - PIANO (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 212
Course Notes: or placement

PIA 214 - PIANO (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 213
Course Notes: or placement

PIA 215 - TECHNIQUE EXAMINATION
Performance of required technical regimen for a jury of program faculty. Must be completed satisfactorily before student may enroll in PIA 311.
Credits: 0
Attributes: Humanities
Prerequisites: PIA 211

PIA 260 - JURY EXAM - PIANO (FRESHMAN)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 211

PIA 261 - JURY EXAM - PIANO (SOPHOMORE)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 213 or PIA 214

PIA 271 - JAZZ PIANO
Credits: 2-4
Attributes: Humanities
Course Notes: Placement audition

PIA 272 - JAZZ PIANO
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 271
Course Notes: or placement

PIA 273 - JAZZ PIANO
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 272
Course Notes: or placement

PIA 274 - JAZZ PIANO
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 273
Course Notes: or placement

PIA 300 - PIANO PERFORMANCE CLASS
Credits: 0
Attributes: Humanities
PIA 301 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 204
Course Notes: or placement

PIA 302 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 301
Course Notes: or placement

PIA 303 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 302
Course Notes: or placement

PIA 304 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 303
Course Notes: or placement

PIA 305 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 304
Course Notes: or placement

PIA 306 - PIANO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 305
Course Notes: or placement

PIA 311 - PIANO (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 214
Course Notes: or placement

PIA 312 - PIANO (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: PIA 311
Course Notes: or placement

PIA 313 - PIANO (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 312
Course Notes: or placement

PIA 314 - PIANO (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: PIA 313
Course Notes: or placement

PIA 315 - PIANO (MAJOR)
Credits: 4
Attributes: Humanities
Prerequisites: PIA 314
Course Notes: or placement

PIA 360 - JURY EXAM - PIANO (JUNIOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 311

PIA 361 - JURY EXAM - PIANO (SENIOR)
Credits: 2
Attributes: Humanities
Prerequisites: PIA 313

PIA 371 - JAZZ PIANO
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 274
Course Notes: or placement

PIA 372 - JAZZ PIANO
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 371
Course Notes: or placement

PIA 373 - JAZZ PIANO
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 372
Course Notes: or placement

PIA 374 - JAZZ PIANO
Credits: 2-4
Attributes: Humanities
Prerequisites: PIA 373
Course Notes: or placement
### MUSIC: SAXOPHONE (SAX)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Attributes</th>
<th>Prerequisites</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAX 201</td>
<td>SAXOPHONE (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td>Placement audition</td>
</tr>
<tr>
<td>SAX 202</td>
<td>SAXOPHONE (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 201</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 203</td>
<td>SAXOPHONE (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 202</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 204</td>
<td>SAXOPHONE (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 203</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 211</td>
<td>SAXOPHONE (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>SAX 211Y</td>
<td>SAXOPHONE (MAJOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>SAX 212</td>
<td>SAXOPHONE (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>SAX 211</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 213</td>
<td>SAXOPHONE (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>SAX 212</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 214</td>
<td>SAXOPHONE (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>SAX 213</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 271</td>
<td>JAZZ SAXOPHONE</td>
<td>2-4</td>
<td>Humanities</td>
<td></td>
<td>Placement audition</td>
</tr>
<tr>
<td>SAX 272</td>
<td>JAZZ SAXOPHONE</td>
<td>2-4</td>
<td>Humanities</td>
<td>SAX 271</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 273</td>
<td>JAZZ SAXOPHONE</td>
<td>2-4</td>
<td>Humanities</td>
<td>SAX 272</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 274</td>
<td>JAZZ SAXOPHONE</td>
<td>2-4</td>
<td>Humanities</td>
<td>SAX 273</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 300</td>
<td>SAXOPHONE - GRAD</td>
<td>2-6</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAX 301</td>
<td>SAXOPHONE (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 204</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 302</td>
<td>SAXOPHONE (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 301</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 303</td>
<td>SAXOPHONE (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 302</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 304</td>
<td>SAXOPHONE (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 303</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 311</td>
<td>SAXOPHONE (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>SAX 311</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 311Y</td>
<td>SAXOPHONE (MAJOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 311Y</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 312</td>
<td>SAXOPHONE (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>SAX 311</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>SAX 312Y</td>
<td>SAXOPHONE (MAJOR)</td>
<td>2</td>
<td>Humanities</td>
<td>SAX 311Y</td>
<td>Placement or placement</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Attributes</td>
<td>Prerequisites</td>
<td>Course Notes</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------</td>
<td>---------</td>
<td>----------------</td>
<td>---------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>SAX 312Z</td>
<td>Saxophone (Major)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 312Y</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 313</td>
<td>Saxophone (Major)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 312</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 313Y</td>
<td>Saxophone (Major)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 313Y</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 314</td>
<td>Saxophone (Major)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 313</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 314Y</td>
<td>Saxophone (Major)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 314Y</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 314Z</td>
<td>Saxophone (Major)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 314Y</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 371</td>
<td>Jazz Saxophone</td>
<td>2-4</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 274</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 372</td>
<td>Jazz Saxophone</td>
<td>2-4</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 371</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 373</td>
<td>Jazz Saxophone</td>
<td>2-4</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 372</td>
<td>Course Notes: or placement</td>
</tr>
<tr>
<td>SAX 374</td>
<td>Jazz Saxophone</td>
<td>2-4</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sax 373</td>
<td>Course Notes: Sax 373 or placement</td>
</tr>
</tbody>
</table>
MUSIC: STRING BASS (STB)

STB 201 - STRING BASS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: STB 104
Course Notes: Placement audition.

STB 202 - STRING BASS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: STB 201
Course Notes: or placement.

STB 203 - STRING BASS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: STB 202
Course Notes: or placement.

STB 204 - STRING BASS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: STB 203
Course Notes: or placement.

STB 211 - DOUBLE BASS (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

STB 212 - DOUBLE BASS (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: STB 211
Course Notes: or placement.

STB 213 - DOUBLE BASS (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: STB 212
Course Notes: or placement.

STB 214 - DOUBLE BASS (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: STB 213
Course Notes: or placement.

STB 271 - JAZZ BASS
Credits: 2-4
Attributes: Humanities
Course Notes: Placement audition.

STB 272 - JAZZ BASS
Credits: 2-4
Attributes: Humanities
Prerequisites: STB 271
Course Notes: or placement.

STB 273 - JAZZ BASS
Credits: 2-4
Attributes: Humanities
Prerequisites: STB 272
Course Notes: or placement.

STB 274 - JAZZ BASS
Credits: 2-4
Attributes: Humanities
Prerequisites: STB 273
Course Notes: or placement.

STB 301 - STRING BASS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: STB 204
Course Notes: or placement.

STB 302 - STRING BASS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: STB 301
Course Notes: or placement.

STB 303 - STRING BASS (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: STB 302
Course Notes: or placement.

STB 311 - DOUBLE BASS (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: STB 214
Course Notes: or placement.

STB 312 - DOUBLE BASS (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: STB 311
Course Notes: or placement.

STB 313 - DOUBLE BASS (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: STB 312
Course Notes: or placement.

STB 314 - DOUBLE BASS (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: STB 313
Course Notes: or placement.

STB 371 - JAZZ STRING BASS
Credits: 2-4
Attributes: Humanities
Prerequisites: STB 274
Course Notes: or placement.

STB 372 - JAZZ STRING BASS
Credits: 2-4
Attributes: Humanities
Prerequisites: STB 371
Course Notes: or placement.

STB 373 - JAZZ STRING BASS
Credits: 2-4
Attributes: Humanities
Prerequisites: STB 372
Course Notes: or placement.
STB 374 - JAZZ STRING BASS
Credits: 2-4
Attributes: Humanities
Prerequisites: STB 373
Course Notes: or placement.
MUSIC: TROMBONE (TRBN)

TRBN 201 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Placement audition.

TRBN 202 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRBN 201
Course Notes: or placement

TRBN 203 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRBN 202
Course Notes: or placement

TRBN 204 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRBN 203
Course Notes: or placement

TRBN 211 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

TRBN 212 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 211
Course Notes: or placement

TRBN 213 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 212
Course Notes: or placement

TRBN 214 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 213
Course Notes: or placement

TRBN 271 - JAZZ TROMBONE
Credits: 2-4
Attributes: Humanities
Course Notes: Placement audition.

TRBN 272 - JAZZ TROMBONE
Credits: 2-4
Attributes: Humanities
Prerequisites: TRBN 271
Course Notes: or placement

TRBN 273 - JAZZ TROMBONE
Credits: 2-4
Attributes: Humanities
Prerequisites: TRBN 272
Course Notes: or placement

TRBN 274 - JAZZ TROMBONE
Credits: 2-4
Attributes: Humanities
Prerequisites: TRBN 273
Course Notes: or placement

TRBN 301 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRBN 204
Course Notes: or placement

TRBN 302 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRBN 203
Course Notes: or placement

TRBN 303 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRBN 302
Course Notes: or placement

TRBN 311 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 214
Course Notes: or placement

TRBN 312 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 311
Course Notes: or placement

TRBN 313 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 312
Course Notes: or placement

TRBN 314 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 313
Course Notes: or placement

TRBN 371 - JAZZ TROMBONE
Credits: 2-4
Attributes: Humanities
Prerequisites: TRBN 274
Course Notes: or placement

TRBN 372 - JAZZ TROMBONE
Credits: 2-4
Attributes: Humanities
Prerequisites: TRBN 371
Course Notes: or placement

TRBN 373 - JAZZ TROMBONE
Credits: 2-4
Attributes: Humanities
Prerequisites: TRBN 372
Course Notes: or placement
TRBN 374 - JAZZ TROMBONE
Credits: 2-4
Attributes: Humanities
Prerequisites: TRBN 373
Course Notes: or placement
MUSIC: TRUMPET (TRPT)

TRPT 201 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Placement audition.

TRPT 202 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRPT 201
Course Notes: or placement

TRPT 203 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRPT 202
Course Notes: or placement

TRPT 204 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRPT 203
Course Notes: or placement

TRPT 211 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

TRPT 212 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 211
Course Notes: or placement

TRPT 213 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 212
Course Notes: or placement

TRPT 214 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 213
Course Notes: or placement

TRPT 271 - JAZZ TRUMPET
Credits: 2-4
Attributes: Humanities
Course Notes: Placement audition.

TRPT 272 - JAZZ TRUMPET
Credits: 2-4
Attributes: Humanities
Prerequisites: TRPT 271
Course Notes: or placement

TRPT 273 - JAZZ TRUMPET
Credits: 2-4
Attributes: Humanities
Prerequisites: TRPT 272
Course Notes: or placement

TRPT 274 - JAZZ TRUMPET
Credits: 2-4
Attributes: Humanities
Prerequisites: TRPT 273
Course Notes: or placement

TRPT 301 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRPT 204
Course Notes: or placement

TRPT 302 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRPT 301
Course Notes: or placement

TRPT 303 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRPT 302
Course Notes: or placement

TRPT 311 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 214
Course Notes: or placement

TRPT 312 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 311
Course Notes: or placement

TRPT 313 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 312
Course Notes: or placement

TRPT 314 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 313
Course Notes: or placement

TRPT 371 - JAZZ TRUMPET
Credits: 2-4
Attributes: Humanities
Prerequisites: TRPT 274
Course Notes: or placement

TRPT 372 - JAZZ TRUMPET
Credits: 2-4
Attributes: Humanities
Prerequisites: TRPT 371
Course Notes: or placement

TRPT 373 - JAZZ TRUMPET
Credits: 2-4
Attributes: Humanities
Prerequisites: TRPT 372
Course Notes: or placement
TRPT 374 - JAZZ TRUMPET
Credits: 2-4
Attributes: Humanities
Prerequisites: TRPT 373
Course Notes: or placement
MUSIC: TUBA (TUBA)

TUBA 201 - TUBA (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Placement audition.

TUBA 202 - TUBA (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TUBA 201
Course Notes: or placement

TUBA 203 - TUBA (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TUBA 202
Course Notes: or placement

TUBA 204 - TUBA (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TUBA 203
Course Notes: or placement

TUBA 211 - TUBA (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

TUBA 212 - TUBA (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 211
Course Notes: or placement

TUBA 213 - TUBA (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 212
Course Notes: or placement

TUBA 214 - TUBA (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 213
Course Notes: or placement

TUBA 301 - TUBA (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TUBA 204
Course Notes: or placement

TUBA 302 - TUBA (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TUBA 301
Course Notes: or placement

TUBA 303 - TUBA (MINOR)
Credits: 2
Attributes: Humanities

TUBA 311 - TUBA (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 214
Course Notes: or placement

TUBA 312 - TUBA (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 311
Course Notes: or placement

TUBA 313 - TUBA (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 312
Course Notes: or placement

TUBA 314 - TUBA (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 313
Course Notes: or placement
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Attributes</th>
<th>Prerequisites</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VLA 201</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td>Placement audition</td>
</tr>
<tr>
<td>VLA 202</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLA 201</td>
<td></td>
</tr>
<tr>
<td>VLA 203</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLA 202</td>
<td></td>
</tr>
<tr>
<td>VLA 204</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLA 203</td>
<td></td>
</tr>
<tr>
<td>VLA 211</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLA 212</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 211</td>
<td></td>
</tr>
<tr>
<td>VLA 213</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 212</td>
<td></td>
</tr>
<tr>
<td>VLA 214</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 213</td>
<td></td>
</tr>
<tr>
<td>VLA 301</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLA 204</td>
<td></td>
</tr>
<tr>
<td>VLA 302</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLA 301</td>
<td></td>
</tr>
<tr>
<td>VLA 303</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLA 302</td>
<td></td>
</tr>
<tr>
<td>VLA 311</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VLA 312</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 311</td>
<td></td>
</tr>
<tr>
<td>VLA 313</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 312</td>
<td></td>
</tr>
<tr>
<td>VLA 314</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 313</td>
<td></td>
</tr>
</tbody>
</table>
### MUSIC: VIOLIN (VLN)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Attributes</th>
<th>Prerequisites</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VLN 201 - VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td>Placement audition.</td>
</tr>
<tr>
<td>VLN 202 - VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLN 201</td>
<td></td>
</tr>
<tr>
<td>VLN 203 - VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLN 202</td>
<td></td>
</tr>
<tr>
<td>VLN 204 - VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLN 203</td>
<td></td>
</tr>
<tr>
<td>VLN 211 - VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLN 212 - VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLN 211</td>
<td></td>
</tr>
<tr>
<td>VLN 213 - VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLN 212</td>
<td></td>
</tr>
<tr>
<td>VLN 214 - VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLN 213</td>
<td></td>
</tr>
<tr>
<td>VLN 301 - VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLN 204</td>
<td>or placement</td>
</tr>
<tr>
<td>VLN 302 - VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLN 301</td>
<td>or placement</td>
</tr>
<tr>
<td>VLN 303 - VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLN 302</td>
<td>or placement</td>
</tr>
<tr>
<td>VLN 311 - VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLN 311</td>
<td></td>
</tr>
<tr>
<td>VLN 312 - VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLN 312</td>
<td></td>
</tr>
<tr>
<td>VLN 313 - VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLN 313</td>
<td></td>
</tr>
<tr>
<td>VLN 314 - VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLN 314</td>
<td></td>
</tr>
</tbody>
</table>
MUSIC: VIOLONCELLO (VCEL)

VCEL 201 - VIOLONCELLO (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Placement audition

VCEL 202 - VIOLONCELLO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VCEL 201
Course Notes: or placement

VCEL 203 - VIOLONCELLO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VCEL 202
Course Notes: or placement

VCEL 204 - VIOLONCELLO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VCEL 203
Course Notes: or placement

VCEL 211 - VIOLONCELLO (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

VCEL 212 - VIOLONCELLO (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VCEL 211
Course Notes: or placement

VCEL 213 - VIOLONCELLO (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VCEL 212
Course Notes: or placement

VCEL 214 - VIOLONCELLO (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VCEL 213
Course Notes: or Placement

VCEL 301 - VIOLONCELLO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VCEL 204
Course Notes: or placement

VCEL 302 - VIOLONCELLO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VCEL 301
Course Notes: or Placement

VCEL 303 - VIOLONCELLO (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VCEL 302
Course Notes: or placement

VCEL 311 - VIOLONCELLO (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VCEL 214
Course Notes: or Placement

VCEL 312 - VIOLONCELLO (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VCEL 311
Course Notes: or Placement

VCEL 313 - VIOLONCELLO (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VCEL 312
Course Notes: or Placement

VCEL 314 - VIOLONCELLO (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VCEL 313
Course Notes: or Placement
**MUSIC: VOICE (VOI)**

**VOI 100 - FRESHMAN PERFORMANCE CLASS**
Credits: 0  
Attributes: Humanities  
Course Notes: Concurrent enrollment in VOI 211 or 212.

**VOI 101 - VOICE (MINOR)**
Credits: 2  
Attributes: Humanities

**VOI 102 - VOICE (MINOR)**  
Credits: 2  
Attributes: Humanities  
Prerequisites: VOI 101  
Course Notes: or placement

**VOI 103 - VOICE (MINOR)**  
Credits: 2  
Attributes: Humanities  
Prerequisites: VOI 101  
Course Notes: or placement

**VOI 104 - VOICE (MINOR)**  
Credits: 2  
Attributes: Humanities  
Prerequisites: VOI 101  
Course Notes: or placement

**VOI 199 - VOCAL COACHING**  
Credits: 0  
Attributes: Humanities  
Course Notes: Voice Dept. consent

**VOI 200 - SOPHOMORE PERFORMANCE CLASS**  
Credits: 0  
Attributes: Humanities  
Prerequisites: VOI 212  
Course Notes: Concurrent enrollment in VOI 213 or 214.

**VOI 201 - VOICE (MINOR)**  
Credits: 2  
Attributes: Humanities  
Course Notes: or placement

**VOI 202 - VOICE (MINOR)**  
Credits: 2  
Attributes: Humanities  
Prerequisites: VOI 201  
Course Notes: or placement

**VOI 203 - VOICE (MINOR)**  
Credits: 2  
Attributes: Humanities  
Prerequisites: VOI 202  
Course Notes: or placement

**VOI 204 - VOICE (MINOR)**  
Credits: 2  
Attributes: Humanities  
Prerequisites: VOI 203  
Course Notes: or placement

**VOI 211 - VOICE (MAJOR)**  
Credits: 3,4  
Attributes: Humanities  
Prerequisites: VOI 211  
Course Notes: or placement

**VOI 212 - VOICE (MAJOR)**  
Credits: 3,4  
Attributes: Humanities  
Prerequisites: VOI 212  
Course Notes: or placement

**VOI 213 - VOICE (MAJOR)**  
Credits: 3,4  
Attributes: Humanities  
Prerequisites: VOI 213  
Course Notes: or placement

**VOI 230 - FRESHMAN/SOPHOMORE SHOWCASE**  
Departmental performance project for students enrolled in VOI 100 and VOI 200.  
Credits: 1  
Attributes: Humanities

**VOI 230Y - FRESHMAN/SOPHOMORE SHOWCASE**  
Departmental performance project for students enrolled in VOI 100 and VOI 200.  
Credits: 0  
Prerequisites: VOI 100

**VOI 250 - JURY EXAM (FRESHMAN)**  
Credits: 1  
Attributes: Humanities  
Course Notes: Concurrent enrollment in VOI 211 or 212.

**VOI 251 - JURY EXAM (SOPHOMORE)**  
Credits: 1  
Attributes: Humanities  
Course Notes: Concurrent enrollment in VOI 213 or 214.

**VOI 271 - JAZZ VOICE**  
Credits: 2-4  
Attributes: Humanities  
Course Notes: Placement audition.

**VOI 272 - JAZZ VOICE**  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: VOI 271  
Course Notes: Consent

**VOI 273 - JAZZ VOICE**  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: VOI 272  
Course Notes: Consent

**VOI 274 - JAZZ VOICE**  
Credits: 2-4  
Attributes: Humanities  
Prerequisites: VOI 273  
Course Notes: Consent

**VOI 300 - JUNIOR VOICE PERFORMANCE CLASS**  
Credits: 0  
Attributes: Humanities  
Course Notes: Concurrent enrollment in VOI 311 or 312.
VOI 301 - VOICE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VOI 204
Course Notes: or Placement

VOI 302 - VOICE (MINOR)
Credits: 2,4
Attributes: Humanities
Prerequisites: VOI 301
Course Notes: or placement

VOI 303 - VOICE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VOI 302
Course Notes: or placement

VOI 304 - VOICE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VOI 303
Course Notes: or placement

VOI 305 - VOICE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VOI 304
Course Notes: or placement

VOI 306 - VOICE (MINOR)
Credits: 2,4
Attributes: Humanities
Prerequisites: VOI 305
Course Notes: or placement

VOI 311 - VOICE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VOI 214
Course Notes: or placement

VOI 311Z - VOICE (MAJOR)
Credits: 2
Attributes: Humanities
Prerequisites: VOI 311Y
Course Notes: or placement

VOI 312 - VOICE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VOI 311
Course Notes: or placement

VOI 313 - VOICE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VOI 312
Course Notes: or placement

VOI 314 - VOICE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VOI 313
Course Notes: or placement

VOI 325 - SENIOR VOICE PERFORMANCE CLASS
Workshop course in skills needed to become an effective stage performer (acting, movement, role preparation).
Credits: 0
Attributes: Humanities
Prerequisites: VOI 214
Course Notes: Concurrent enrollment in VOI 313 or 314.

VOI 330 - JUNIOR/SENIOR OPERA PROJECT
Departmental performance project for students enrolled in VOI 300 and VOI 325.
Credits: 1
Attributes: Humanities
Prerequisites: VOI 300 or VOI 325

VOI 330Y - JUNIOR/SENIOR OPERA PROJECT
Departmental performance project for students enrolled in VOI 300 and VOI 325.
Credits: 0
Prerequisites: VOI 300 or VOI 325

VOI 330Z - JURY EXAMINATION-JUNIOR
Credits: 1
Attributes: Humanities
Course Notes: Concurrent enrollment in VOI 311.

VOI 335 - JURY EXAMINATION-SENIOR
Credits: 1
Attributes: Humanities
Course Notes: Concurrent enrollment in VOI 313.

VOI 335Z - JURY EXAMINATION-SENIOR
Credits: 0
Prerequisites: VOI 300 or VOI 325

VOI 371 - JAZZ VOICE
Credits: 2-4
Attributes: Humanities
Prerequisites: VOI 274
Course Notes: Consent

VOI 372 - JAZZ VOICE
Credits: 2-4
Attributes: Humanities
Prerequisites: VOI 371
Course Notes: Consent

VOI 373 - JAZZ VOICE
Credits: 2-4
Attributes: Humanities
Prerequisites: VOI 372
Course Notes: Consent

VOI 374 - JAZZ VOICE
Credits: 2-4
Attributes: Humanities
Prerequisites: VOI 373
Course Notes: Consent

VOI 375 - JAZZ VOICE
Credits: 2,4
Attributes: Humanities
Prerequisites: VOI 374
Course Notes: or placement

VOI 399 - VOCAL COACHING
Credits: 0
Attributes: Humanities
Course Notes: Voice Dept. consent
MUSICIANSHIP STUDIES (MUSC)

MUSC 111 - FOUNDATIONS OF MUSICIANSHIP
Melodic/harmonic structure of tonal music. Introduction to aural skills. Introduction to keyboard musicianship
Credits: 5
Course Notes: Placement required. Open to music majors only.

MUSC 115 - BEGINNING PIANO
For non-music majors with no experience in piano. Class instruction in basic performance and musicianship skills.
Credits: 3
Course Notes: For non-music majors.

MUSC 121A - MUSICIANSHIP I:WRITTEN SKILLS
Analysis, harmonization, composition using primary triads and dominant seventh in all positions; basic principles of voice leading, counterpoint, melodic organization; non-chord tones.
Credits: 2
Course Notes: Placement required. Open to music majors only.

MUSC 121B - MUSICIANSHIP I:AURAL SKILLS
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.
Credits: 1
Course Notes: Placement required. Open to music majors only.

MUSC 121C - MUSICIANSHIP I:Piano SKILLS
Keyboard studies for non-pianists. Emphasis on solo and ensemble repertory, sight-reading, and reinforcement of musical materials covered in 121A and 121B.
Credits: 2
Course Notes: Placement required. Open to music majors only.

MUSC 122A - MUSICIANSHIP II:WRITTEN SKILLS
Continuation of MUSC 121A. Secondary triads and seventh chords, secondary dominants, modulation to close-related keys; binary and ternary forms.
Credits: 2
Prerequisites: MUSC 121A and MUSC 121B

MUSC 122B - MUSICIANSHIP II:AURAL SKILLS
Aural identification of compound intervals and basic seventh chord types; melodic, harmonic, and contrapuntal dictation and sight-singing derived from musical materials of MUSC 122A.
Credits: 1
Prerequisites: MUSC 121A and MUSC 121B

MUSC 122C - MUSICIANSHIP II:Piano SKILLS
Continuation of MUSC 121C, including reinforcement of musical materials covered in 122A and 122B.
Credits: 2
Prerequisites: MUSC 121C

MUSC 221A - MUSICIANSHIP III:WRITTEN SKILLS
Analysis, harmonization, composition using primary chromatic harmony; basic principles of formal analysis; modulation to distant keys using chromatic and enharmonic processes.
Credits: 2
Prerequisites: MUSC 122A and MUSC 122B

MUSC 221B - MUSICIANSHIP III:AURAL SKILLS
Melodic, harmonic, and contrapuntal dictation and sight-singing derived from musical materials of MUSC 221A
Credits: 1
Prerequisites: MUSC 122A and MUSC 122B

MUSC 221C - MUSICIANSHIP III:Piano SKILLS
Continuation of MUSC 122C, including reinforcement of musical materials covered in 121A and 121B.
Credits: 2
Prerequisites: MUSC 121A and MUSC 121B and MUSC 122C

MUSC 222A - MUSICIANSHIP IV:WRITTEN SKILLS
Styles and materials of 20th century music including expanded scalar and harmonic resources of Impressionism, advanced rhythmic and pandiatonic processes of Primitivism and Neoclassicism, free atonal procedures of Expressionism, and serial procedures of the Second Viennese School. Emphasis on stylistic analysis and imitative composition.
Credits: 2
Prerequisites: MUSC 221A and MUSC 221B and MUSC 122C

MUSC 222B - MUSICIANSHIP IV:AURAL SKILLS
Melodic, rhythmic, and contrapuntal dictation and sight-singing derived from musical materials of MUSC 222A.
Credits: 1
Prerequisites: MUSC 221A and MUSC 221B and MUSC 122C

MUSC 222C - MUSICIANSHIP IV:Piano SKILLS
Continuation of MUSC 221C.
Credits: 2
Prerequisites: MUSC 122A and MUSC 122B and MUSC 221C
NATURAL SCIENCE (NSCI)

NSCI 151 - THE SCIENCE OF DISCOVERY
This course introduces students to current concepts and basic techniques in modern biology, chemistry and physics. Students will also be introduced to the scientific literature, writing short science reports, critical thinking, and the opportunity to work with several science faculty in laboratory or field environments. Course counts as credit in the major for biology, chemistry or biochemistry.
Credits: 1
Attributes: Natural Science
Course Notes: Summer First Wave participants only

NSCI 200 - CUTTING EDGE: CURRENT SCIENTIFIC LITERATURE
A seminar-style science journal course for honors students that will unlock the wealth of information found in the scientific literature. Introductory information on how to find, read, and cite primary science literature; other ways in which science is communicated; ethical, economic, and copyright concerns in scientific publishing; the role of peer review; Internet publishing; and other current topics. Current and historically interesting articles from biology, chemistry, environmental science, and computer science journals.
Credits: 3
ORGANIZATIONAL LEADERSHIP (OLED)

OLED 310 - MEDIA OUTLETS: THEORY & PRACTICE
The course allows students to explore the fundamentals of public relations, messaging, identity crafting and media management, including how to conduct a media interview, as well as participate in a press conference and media interview. Simultaneously, students will work on the mechanics of media writing.

Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track Program for Adults, or have Advisor consent to register.

OLED 320 - INTRODUCTION TO ORGANIZATIONAL COMMUNICATIONS
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.

Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track Program for Adults, or have Advisor consent to register.

OLED 325 - ORGANIZATIONAL COMMUNICATIONS 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.

Credits: 3
Prerequisites: OLED 320
Course Notes: Must be admitted to the Flex-Track Program for Adults, or have Advisor consent to register.

OLED 330 - FOUNDATIONS OF ORGANIZATIONAL LEADERSHIP
Fundamental concepts for leaders, such as leadership style and followership, as well as specific leadership traits and styles are discussed. Students analyze their own leadership qualities as they study changing organizational models and changes in leadership demands.

Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track Program for Adults, or have Advisor consent to register.

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.

Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex Track Program, for adults or have advisor consent to register.

OLED 340 - PERSUASION & PRESENTATION SKILLS
The ability to influence with words and imagery is core to the successful organizational communications function. Students will work on personal presentation ability as well as tailoring presentation materials to the audience.

Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track Program for Adults, or have Advisor consent to register.

OLED 342 - MEDIA WRITING: TELLING THE BIG STORY
All compelling writing has a strong dramatic arch, but in media writing the focus has to be to educate, as well as entertain. Students will focus on the structures of communication, how to position a story within the context of virtual options, and reinforce consistent messaging around brand and identity. This course focuses on the elements of storytelling while communicating provocative, important and factual information. This is a required course for Organization Communication students.

Credits: 3
Attributes: Adult Flex Track
Prerequisites: OLED 320

OLED 350 - GROUP DYNAMICS & FACILITATION
This course examines the reasons that organizations form work groups and how these groups evolve into effective decision-making teams in the workplace. The reasons for using a facilitator are discussed. Facilitation, as a mechanism to create greater group efficiency, is investigated. The skills, techniques and attitudes of productive meeting facilitation are explained.

Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track program, for adults or have advisor consent to register.

OLED 352 - COMMUNICATION MEASUREMENT: MYTHOLOGY AND THE MEDIA
Legends about the power of the media are explored and compared to the reality of analytics, return on investment and what it really takes to develop a strong media campaign in a virtual world. Focusing on truth-telling, ethics, source location and the ethics of persuasive writing, this course explores the question of what role the media has in shaping opinions, while still focusing on an open, just and factual presentation of the truth. This is a required course for Organization Communication students.

Credits: 3
Attributes: Adult Flex Track

OLED 359 - EVALUATION AND USES OF NEW COMMUNICATION MEDIA
This course looks into how various social media technologies can be leveraged, but also evaluates them for effectiveness with the end goal of being able to predict the next “big thing” and strategically choose from among various social media tools. Emphasis will be placed on the decision-making process for new media tools and the application of strategy to the choices available to the practitioner. This is a required course for Organization Communication students.

Credits: 3
Attributes: Adult Flex Track

OLED 360 - EVIDENCE-BASED DECISION MAKING
This course looks at organizational metrics: what metrics are and why monitoring key performance indicators is important. The course will discuss how to use data as a decision-making tool, as well as how data is instrumental in the launching and sustaining of change models.

Credits: 3
OLED 365 - SOCIAL JUSTICE & DIVERSITY
This course focuses on understanding the differences (diversity) among people including but not limited to race, ethnicity, national origin, gender, age, sexual orientation, physical and mental ability and how these differences affect stakeholders and leaders in the workplace as well as the impact they have in terms of domestic and international commerce and enterprise. Additionally, the course will focus on the related issues of globalization, corruption, trade policies, corporate responsibility, sustainable and renewable practices, and how social justice can be integrated specific to each topic.
Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track Program for Adults or, or have Advisor consent to register.

OLED 368 - ORGANIZATION BEHAVIOR
Students will investigate the patterns of interaction common to modern organizations. Emphasis will be on effective communication techniques in a multi-cultural world and understanding the dynamics of organized culture.
Credits: 3

OLED 370 - LEADERSHIP DEVELOPMENT
Students will engage with ideas around leadership qualities, development plans and developmental action items. The scalability of leadership competencies is explored and a personal leadership development plan is a part of this course.
Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Offered in fall only., Must be admitted to the Flex-Track Program for Adults, or have Advisor consent to register.

OLED 372 - ORGANIZATION DEVELOPMENT
A variety of techniques will be investigated which will enable students to proactively facilitate organizational learning through appropriate organization development interventions. The course will emphasize the balance of traditional humanistic values with pressing, modern organizational concerns and focus, specifically on the alignment of vision, mission and practice.
Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track Program for Adults, or have Advisor consent to register.

OLED 375 - CONFLICT & 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.
Credits: 3
Prerequisites: PLS 201 or PLS 302

OLED 378 - POWER & 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. Student will learn about the effective use of power beyond compliance and toward commitment.
Credits: 3

OLED 380 - STRATEGY, VISION, & PLANNING
Strategic planning and its implementation are major factors 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.
Credits: 3
Prerequisites: OLED 320 and OLED 325
Course Notes: Must be admitted to the Flex-Track Program for Adults or, or have Advisor consent to register.

OLED 382 - SPECIAL TOPICS
This course will be used for special, timely topics of interest.
Credits: 3

OLED 385 - SOCIAL MEDIA STRATEGIES
Students will immerse themselves in electronic information sharing strategies and methods to use this tool to serve a variety of organizational communication purposes. Principles for wider application in multiple industries will be stressed.
Credits: 3
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Fast-Track Program for Adults or, or have Advisor consent to register.

OLED 388 - ENTREPRENEURIAL LEADERSHIP
In this course students will focus on the leadership concepts, theories, traits, skills, and practices necessary for effectiveness in varied entrepreneurial settings. Additionally, the course addresses the key components of venture start up including innovation and opportunity identification, developing a business plan, selling the venture to funders and/or clients and consumers, financial management, and long-term planning an sustainability.
Credits: 3
Attributes: Adult Flex Track

OLED 389 - FINANCIAL ISSUES FOR LEADERS
In this course students will explore the complex relationship of strategic economic issues for leaders within organizations. The course begins with an overview of basic economics and then examines different market structures, fiscal policy tools, monetary policy options, monetary and policy constraints, and long-term planning for fiscal security.
Credits: 3
Attributes: Adult Flex Track

OLED 395 - INDEPENDENT STUDY
Credits: 1-4
PARALEGAL STUDIES (PARA)

PARA 101 - INTRODUCTION TO LAW
This course provides a basic overview of law and an introduction to the legal profession. Students will have a chance to discuss and research not only cases and hypothetical situations based on cases, but they will examine the roles of members of the legal community and study how all these careers interact to bring about the laws and regulations that govern our daily lives and activities.
Credits: 3

PARA 301 - ETHICS & PROFESSIONALISM
This course covers legal ethics with an emphasis on how the rules affect paralegals. Students learn about the regulation of the legal profession including the rules of conduct that govern both attorneys and paralegals. 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.
Credits: 3
Course Notes: Same course as LAWA L01. Dept. consent.

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.
Credits: 3
Course Notes: Same course as LAWA L02. Dept. consent

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.
Credits: 3
Course Notes: Same course as LAWA L03. Dept. consent

PARA 304 - PRE-TRIAL LITIGATION
The pre-trial litigation process in civil matters is the subject of this course. In a step-by-step approach, students learn what needs to take place before trial. The course looks at pre-lawsuit considerations including client and witness interviews, factual investigations, jurisdiction, legal research, how to evaluate the strengths and weaknesses of a case, litigation strategy and other areas. The course reviews and studies the discovery process in detail because the paralegal plays a major role in this stage in a civil case.
Credits: 3
Course Notes: Same course as LAWA L04. Dept. consent

PARA 305 - COMMERCIAL LAW
In this survey course, students learn the fundamentals of laws relating to business. The course places an emphasis on the law of contracts and on the law of business organizations, but also covers the commerce clause, business ethics, bankruptcy law, the law of agency and antitrust and securities law. Written assignments include case briefs and other written exercises/analyses designed to increase the students' understanding of the subject matters.
Credits: 3
Course Notes: Same course as LAWA L05. Dept. consent

PARA 306 - TRIAL & POST-TRIAL LITIGATION
This course covers the preparation of a case for trial, the trial process and the post-trial process. The focus of the course is the preparation of a case for trial, or the "100 Days Before Trial". Final trial preparation includes developing a last minute trial strategy that considers what became known during the discovery phase, preparing exhibits, subpoenaing and contacting witnesses and preparing them for testimony, preparing trial briefs, preparing motions to exclude evidence and preparing jury instructions. Students prepare a trial notebook that includes witness question outlines, exhibits, motions in limine, a trial brief and jury instructions.
Credits: 3
Prerequisites: PARA 304
Course Notes: Same course as LAWA L06. Dept. consent

PARA 309 - REAL ESTATE
This course of study is an overview study of real estate and prepares students for real estate practice. The course covers both residential and commercial real estate transactions and issues. Students begin the course of study by reviewing the various estates in real property including freehold estates, easements and licenses. The course covers the various methods of holding title to property and explores the different types of transfer deeds (warranty, quit claim and judicial). In addition, students learn how to read surveys, plats and subdivision maps. Students draft legal descriptions of property, prepare closing documentation and learn how perform a title search. The course stresses the practical study of real estate law and transactions.
Credits: 3
Course Notes: Same course as LAWA L09. LAP Dept. consent

PARA 319 - INTELLECTUAL PROPERTY
This course provides an overview of the substantive federal law regulating copyrights, trademarks and patents and state law regulating trade secrets. The course features practical skill assignments, including the registration of a copyright, preparation of agreements used to protect trade secrets and the selection, evaluation and registration of a trademark. Students begin the course by studying the history of intellectual property, its Constitutional basis in the United States and the common law. Students will develop an in-depth understanding of the current laws of intellectual property as they learn the practical processes of protecting intellectual property rights. Intellectual property law is an expanding field of the law for paralegals and an interesting area to practice in.
Credits: 3
Course Notes: Same course as LAWA L19A. Dept. consent
PARA 325 - LEGAL WRITING
The course includes a review of grammar basics, the Uniform System of Citation, and a series of written assignments ranging from simple case briefs and business letters to a complex research memorandum that integrates research, analysis and writing skills. Students will be drafting legal documents during class and as outside homework assignments, allowing for significant personal feedback on their writing from the instructor.
Credits: 3
Prerequisites: PARA 302
Course Notes: Same course as LAWA L25. Dept. consent

PARA 327 - CORPORATIONS AND LLC LAW
This course provides students with the basics of corporate practice and looks at the various aspects of corporate and securities law with a focus on the practical side of the law. Students will learn how to prepare appropriate forms relating to, and develop an understanding of the different types of business entities, sole proprietorships, limited and general partnerships, subchapter S corporations, limited liability corporations and public and privately held corporations. Students draft partnership agreements, articles of incorporation, stock certificates, meeting notices and resolutions, annual reports and learn to maintain corporate minute books.
Credits: 3
Course Notes: Same as LAWA L27. LAP Dept. consent

PARA 329 - LEGAL TECHNOLOGY
This course teaches students the basics of software applications being utilized in the law firm environment. Students will learn how to use Microsoft applications and specific computer skills often required from paralegals. Students will also learn legal-specific software applications being utilized internationally. An emphasis will be placed on how the various software applications help paralegals organize a case from the beginning through trial. A hands-on approach is taken with the class, with students spending significant in-class time in the computer lab both individually and with their instructor.
Credits: 3
Prerequisites: PARA 304
Course Notes: Same course as LAWA L29. Dept. consent.

PARA 330 - PARALEGAL INTERNSHIP
Students must apply for and be selected by an intern sponsor that the Paralegal Studies Program has made arrangements with in order to enroll in this course. This course provides the student intern with an opportunity to gain practical work experience under the supervision of an attorney in day-to-day, on-site paralegal work. Students must apply for and be selected by an intern sponsor that the Paralegal Studies Program has made arrangements with in order to enroll in this course. This must be approved by the program in advance of the internship start date. This course provides the student intern with an opportunity to gain practical work experience under the supervision of an attorney in day-to-day, on-site paralegal work. In addition to on-site work, the student will meet with the program’s Internship Coordinator during the semester to discuss their progress, and will participate in online discussions with other student interns through Blackboard. Finally, upon completion of the on-site work, the student intern will submit a self-evaluation report on their experiences during the internship. The student must complete a minimum of 135 hours of work at the internship site in order to pass the course.
Credits: 3
Prerequisites: (PARA 301 and PARA 302 and PARA 304)
Course Notes: Dept. Consent

PARA 331 - BANKRUPTCY LAW
Basics of bankruptcy law and practice including in-depth examination of the differences among Chapter 7, Chapter 11, and Chapter 13 bankruptcies. Focus will be on the daily duties and responsibilities of both the paralegal and the supervising attorney and students will work with the most recent bankruptcy filing software and the most updated bankruptcy forms and pleadings. The course will also present an overview of foreclosures and alternatives to bankruptcy.
Credits: 3
Course Notes: Dept. consent required.

PARA 332 - LABOR AND EMPLOYMENT LAW
This course provides an overview of labor and employment law: labor-management relations (which include collective bargaining, labor contracts, unfair labor practices and the rights of management and bargaining-for-employees) and employee-employer relations (which include at-will employment, contracts, employment discrimination laws, privacy rights and benefits). Students will develop an in-depth understanding of relevant laws as they work on hypothetical cases involving a grievance and discrimination charge, as well as other projects.
Credits: 3
Course Notes: Dept. Consent.

PARA 333 - PARALEGAL INTERNSHIP II
This course provides the student intern with an opportunity to gain practical work experience under the supervision of an attorney in day-to-day, on-site paralegal work. Students must apply for and be selected by an intern sponsor that the Paralegal Studies Program has made arrangements with in order to enroll in this course. Students must have completed PARA 330 Paralegal Internship I to be eligible for PARA 333 Paralegal Internship II.
Credits: 3
Prerequisites: PARA 330

PARA 334 - INTRODUCTION TO SPECIAL EDUCATION LAW
Special Education Law addresses disputes and protects the rights of students with disabilities. Students will learn the core concept of the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act of 1973, and the American’s with Disabilities Act (ADA) and how it establishes educational rights. Students will learn about the importance of paralegals in special education law and their ability to both participate in and impact cases.
Credits: 3
Course Notes: Dept. Consent.
PHILOSOPHY (PHIL)

PHIL 101 - INTRODUCTION TO PHILOSOPHY
Basic philosophical questions in metaphysics, theory of knowledge, political theory, ethics, and philosophy of religion. Representative answers to be found in writings of classical and contemporary philosophers.
Credits: 3
Attributes: Humanities, Social Science

PHIL 102 - PHILOSOPHIES OF LIFE
We will consider the shape and character of various human lives and examine concepts such as meaningfulness, completeness, unity, memory, the experience of time, awareness of mortality, and vividness of experience.
Credits: 3
Attributes: Humanities, Social Science

PHIL 103 - HISTORY OF PHILOSOPHY
A survey of major philosophers and philosophical movements from the ancient world through the 19th century.
Credits: 3
Attributes: Humanities, Social Science

PHIL 130 - JUSTICE, LIBERTY, EQUALITY
This course covers contemporary problems and theoretical reflections drawn from ancient, modern and contemporary sources about justice, liberty and equality.
Credits: 3
Attributes: Humanities, Social Science

PHIL 204 - PHILOSOPHY OF RELIGION
The concepts of God, faith and reason, religious experience, the problem of evil, and religion and morality.
Credits: 3
Attributes: Humanities, Non-western Culture, Social Science

PHIL 206 - PHILOSOPHY IN LITERATURE
Philosophical problems found in selected novels, short stories, plays, poems, and essays.
Credits: 3
Attributes: Humanities, Social Science

PHIL 209 - CRITICAL THINKING
Practical training in informal analysis and evaluation of arguments encountered in everyday events.
Credits: 3
Attributes: Humanities, Social Science

PHIL 210 - LOGIC
Deductive and inductive logic; analysis of propositions and arguments and fallacies of reasoning.
Credits: 3
Attributes: Humanities, Legal Studies, Social Science

PHIL 215 - WHAT IS A FAMILY?
This course offers a detailed examination of key texts in the humanities that have shaped Western thought on the family. Students read texts spanning ancient, early modern, late modern, and contemporary contexts, and analyze the diverse ways family is understood, enacted, and represented.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies

PHIL 219 - WORLD RELIGIONS
A survey of the histories and beliefs of the major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam. Satisfies non-Western requirement.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science

PHIL 230 - ETHICS
Classical ethical systems such as those of Plato, Aristotle, Hume, Kant, Mill, and Nietzsche.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: Sophomore standing

PHIL 235 - LUCRETIUS: ON THE NATURE OF THINGS
We will study Lucretius’ famous scientific poem alongside supplementary selections from Aristotle, Plato, Cicero, and contemporary thinkers. The emphasis will be the philosophy of science and politics, and the history of philosophy. A long time ago, the scientific advancements of the Greek philosophers were brought to the Romans by an unknown but brilliant poet named Lucretius. Over the course of his short book, he explains and extols atomism—which we still use today to explain the hidden workings of nature—and explores the implications of this theory for matters of love, sex, politics, and death. Mysterious, beautiful, and full of ancient wisdom, his poem has recently been the object of interest in the American literary and scientific community, including a recent New York Times bestseller. Experience his poetry and reflect on his theories and what they mean for our time.
Credits: 3
Attributes: Humanities, Social Science

PHIL 240 - THE ENLIGHTENMENT
This course will examine philosophical and political texts, along with works of drama, music, and art from the seventeenth and eighteenth centuries. These investigations will serve a larger mission of answering the dominant question of this unique period of history: What is Enlightenment?
Credits: 3
Attributes: Humanities, International Studies, Social Science

PHIL 250 - ON HAPPINESS
A consideration of alternative conceptions of human fulfillment; among other themes, we will examine the relation of happiness to love, morality, and mortality.
Credits: 3
Attributes: Humanities, Social Science

PHIL 280 - LIFE & DEATH IN MEDICINE
An examination of a variety of life and death issues in medicine, including how scarce, life-preserving resources should be allocated, the problems associated with allowing people in hospitals to die, and the ethics of transplantation.
Credits: 3
Attributes: Humanities, Social Science

PHIL 290 - TOPICS IN PHILOSOPHY
A detailed analysis of a major movement, problem, work, or future in modern or contemporary philosophy.
Credits: 3
Attributes: Humanities, Social Science
PHIL 304 - FEMINISM & WESTERN PHILOSOPHY
This course will provide a close examination of selected canonical texts in Western philosophy and their subsequent feminist responses and revisions. We will explore how feminist philosophers have interpreted influential Western thinkers from the 17th century to the present, and how these interpretations have generated foundations for feminist inquiry, informing contemporary philosophical, feminist, and public discourse on topics including the self and autonomy; difference and sameness; reason and belief; public and private spheres; sexuality and identity; and gender, nation, and race. The reading list will include texts by Descartes, Locke, Marx, Emerson, Beauvoir, Foucault, and Said, and their feminist interpreters.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or instructor consent.

PHIL 328 - PHILOSOPHY OF HISTORY
The special nature of historical thinking and historical knowledge; how historical knowledge differs from scientific knowledge; some of the seminal works in the philosophy of history, especially those of the 20th century.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: 1 course in PHIL or Literature.

PHIL 329 - PHILOSOPHY OF LAW
Philosophic issues and theories concerning law, judicial process, justice, liberty, responsibility, and punishment.
Credits: 3
Attributes: Humanities, Legal Studies, Social Science
Course Notes: 1-PHIL 1-POS course.

PHIL 330 - PHILOSOPHY OF NATURE
A philosophical examination of the fundamental differences between the natural world and the human world and between the world of necessity and the world of artifice.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: One course in philosophy.

PHIL 331 - PHILOSOPHY OF TECHNOLOGY
Social and ethical implications of new technology; problems in contemporary environmental ethics.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: 3 SH of PHIL with a min grade of C required or consent, of instructor.

PHIL 333 - BUSINESS ETHICS
Relation of morality to business and professional practices; application of moral principles to cases in advertising, preferential hiring, worker safety, and environmental responsibility of corporations. See Mgmt 333.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: 1 PHIL course or instr. consent

PHIL 334 - BIOMEDICAL ETHICS
Ethical issues involving mandatory genetic screening, cloning, abortion, the rights of patients and health care providers, disclosure about experimentation, and the funding of health care and health care research.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: 1-PHIL course or consent of instructor.

PHIL 341 - PHILOSOPHY OF FEMINISM
Philosophical feminism from Plato to the present; focus on women and morality, women and knowledge; the ways in which philosophical thought has helped women find their own voices.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies

PHIL 343 - PHILOSOPHY & TYRANNY
A philosophical study of tyranny through the writings of Sophocles, Herodotus, Xenophon, Plato, Montesquieu, Marx and Hannah Arendt.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year

PHIL 350 - PHILOSOPHY IN FILM
Philosophy through the medium of film. Topics may include appearance and reality, justice, political myths, friendship, violence, the individual and the community, the meaning of life, and love and sex. Readings and film(s) for each topic.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: 1 course in PHIL or Literature.

PHIL 355 - EXISTENTIALISM
We will explore issues of human freedom, commitment, vulnerability, and authenticity by reading authors such as Kierkegaard, Dostoyevsky, Nietzsche, Heidegger, and Camus
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 1 course in PHIL.

PHIL 360 - COSMOLOGY & 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.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: ENG 102
Course Notes: UWR

PHIL 361 - METAPHYSICS ANCIENT AND MODERN
A study of ancient and modern philosophers on questions such as: Does God exist? What is the soul? What is being? What is the relationship of human beings to the cosmos?
Credits: 3
Attributes: Humanities, Social Science
Course Notes: Prerequisites: 3 hrs of PHIL w/min grade of C.
PHIL 365 - NIETZSCHE'S BEYOND GOOD AND EVIL
Nietzsche's critique of the modern world—exhilarating and filled with despair; daring yet somehow cautious; sophisticated and careful while transporting the reader to awe-inspiring heights—is typified by his book, Beyond Good and Evil, a work which prepares us for a new understanding of philosophy. After Nietzsche, nothing in philosophy is the same: morality, reality—all of it is powerfully and radically transformed.
Credits: 3
Attributes: Humanities, Social Science

PHIL 371 - HERODOTUS
This is a one book course on Herodotus's 'Histories'—a work which is at the same time historical, literary, and philosophical. The themes of the 'Histories' are timely because they are timeless: freedom, slavery, tyranny, oppression, diversity, national character, the power of speech and the power of deed, and eros and its perversions.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: 1 course in Philosophy required.

PHIL 372 - PLATO ON LOVE
This course is devoted to Plato's dialogue, The Symposium, the subject of which is love.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year

PHIL 373 - MONTAIGNE'S ESSAYS
A study of Montaigne's "Essays," the first modern work to attempt to think through the whole of the human experience.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: 3 sh OF philosophy required.

PHIL 374 - UTOPIAS
Thomas More's "Utopia," which gave us the word "utopia" itself, enjoyed its 500th anniversary in 2016. This course reflects on whether the idea of a utopia still makes sense and, if so, what its use is.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year

PHIL 375 - ROUSSEAU'S DISCOURSE ON THE ORIGIN OF INEQUALITY
This course is devoted to a single book: Jean-Jacques Rousseau's Discourse on the Origin and Foundations of Inequality among Men. The core of this book contains an extended reflection on the tension between human nature and society, especially on the ways in which society both distorts and fulfills nature. Part of this reflection involves a consideration of what it means to be a social and political being, the coming to be of property, how conflict among human beings arises, and the genesis and moral status of inequality in human society. This is a course for those who want to think carefully and honestly about what it means to be human.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: One course in Philosophy required.

PHIL 376 - MACHIAVELLI
A study of Machiavelli's two seminal works—"The Prince" and "The Discourses on Livy"—paying particular attention to his philosophical criticism of Chriendom.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 hrs PHIL w/min grade of C.

PHIL 377 - ORIGINS OF THE WORLD
Through a study of the works of philosophers such as Machiavelli, Descartes, Bacon, Hobbes, and Rousseau, we shall try to consider the distinctive characteristics of the modern world.
Credits: 3
Attributes: Humanities, Social Science

PHIL 379 - UTOPIAS
Thomas More's "Utopia," which gave us the word "utopia" itself, enjoyed its 500th anniversary in 2016. This course reflects on whether the idea of a utopia still makes sense and, if so, what its use is.
Credits: 3
Attributes: Humanities, Social Science

PHIL 380 - TOPICS IN PHILOSOPHY
Detailed analysis of a major movement, problem, work, or future in modern or contemporary philosophy.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: One course in Philosophy or instr. consent

PHIL 384 - PHILOSOPHICAL PSYCHOLOGY
An examination of fundamental psychological concepts (e.g., perception, consciousness, memory, shame, emotions and rationality) from a philosophical perspective.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year

PHIL 385 - PHENOMENOLOGY
An exploration of the structure and fundamental phenomena of the human experience—love and death; freedom and attachment; consciousness and sensation; memory and time—through a study of the works of Husserl, Heidegger, Merleau-Ponty, and others.
Credits: 3
Attributes: Humanities, Social Science
Course Notes: One course in Philosophy or consent of instructor.

PHIL 395 - INDEPENDENT STUDY
Study of a particular philosopher, movement, or problem.
Credits: 1-4
Course Notes: Consent

PHIL 399 - SENIOR RESEARCH PROJECT
A research project in the student's area of concentration done under the direction of the area advisor or another appropriate faculty member.
Credits: 3
Course Notes: Sr. stand. consent
PHYSICAL SCIENCE (PHSC)

PHSC 101 - PHYSICAL GEOGRAPHY I
Earth materials, structure and landforms; interaction between human beings and landscapes in the context of natural resources and human activity.
Credits: 3
Attributes: Natural Science
Course Notes: Satisfies general education physical science requirement.

PHSC 102 - PHYSICAL GEOGRAPHY II
Earth and sun relationships, weather, climate, soils, and natural vegetation; interaction between human beings and the atmosphere and hydrosphere.
Credits: 3
Attributes: Natural Science
Course Notes: Satisfies general education physical science requirement.

PHSC 103 - GLOBAL CLIMATE CHANGE
Application of basic principles of science to atmospheric chemistry and climate change. Principles and topics covered include: atoms and molecules, what energy is and why it is conserved, alternative energy, absorption of light, the difference between climate change and the ozone hole, and possible solutions to environmental problems. Lecture and optional laboratory. Appropriate for nonscience majors with little or no science background; education students, or for intended science majors wishing to review elementary physical scientific principles. Meets General Education requirements for laboratory physical science (if laboratory taken; otherwise meets physical science lecture course requirement). Not for majors credit in the sciences.
Credits: 1-4
Attributes: Natural Science
Course Notes: Satisfies general education physical science requirement; if, laboratory taken, then satisfies general education, physical education laboratory course requirement.

PHSC 104 - SEVERE AND UNUSUAL WEATHER
This course will focus on the meteorological processes that lead to severe and unusual weather events and patterns. This course will examine thunderstorms, tornadoes, hurricanes, flash floods, drought and winter storms. Whenever possible, real-time weather data will be incorporated and severe weather events that occur in the United States during the course of our study will be examined. The societal impact of severe and unusual weather will also be studied.
Credits: 3
Attributes: Natural Science

PHSC 105 - INTRODUCTION TO ENVIRONMENTAL SCIENCE
A study of the basic principles of geology, chemistry, biology and ecology behind important environmental issues that include pollution, biodiversity, conservation and sustainability. Special emphasis will be placed on the unique challenges posed by urban environments. Discussions will include social issues such as environmental philosophy, economics, ethics and policy.
Credits: 3
Attributes: Natural Science

PHSC 106 - THE SCIENCE OF WATER
This course will use the topic of water to explore concepts in the physical sciences such as fundamental principles of physics, chemistry and physical geography. It will also look at human interactions with the aquatic world and environmental issues such as water pollution and management. Students will be provided with a basic scientific literacy, allowing them to understand the way scientists communicate and present information.
Credits: 3
Attributes: Natural Science
Course Notes: Natural Science.

PHSC 107 - HOW THE WORLD WORKS
This course provides an introduction to the basic principles and concepts of physics as it relates to the world around us and how it works. It will deal with mechanics, heat, sound, matter, fluids, gases, electromagnetism, circuits, optics, atomic and nuclear physics. For example, it will explain the connection with the blue color of the sky and the red sunset. Laboratory investigations will allow students to explore the fundamental properties of the physical world, including matter, energy and electromagnetism.
Credits: 1,3
Attributes: Natural Science
Course Notes: Open to freshmen., Not for science major credit.

PHSC 108 - BIG BANG, BLACK HOLES, NO MATH
This course is designed to guide students through the story of our universe and its 14 billion year history, including the theory known as the Big Bang. Students will gain an understanding of how the universe evolved from a tiny bit of space to a place with black holes, human life, dark matter and more, all without relying on complicated mathematics. Instead, the story of the scientific discoveries which lead to our current day understanding of the universe will be told from a conceptual viewpoint.
Credits: 1,3
Attributes: Natural Science
Course Notes: Not for science major credit.

PHSC 250 - OUR TOXIC WORLD
Society has always had an uneasy relationship with poisons. For example, the element arsenic was known as "inheritance powder" during the Middle Ages, was used in everything from pesticides to wallpaper during the 19th century, and is currently causing the world's largest mass-poisoning in Bangladesh. Toxins are found in our air, our water and our food but are often defended as necessary for modern life. How do we decide what is too toxic and what is acceptable for mass consumption? How do we determine limits on pollution? How do we choose which chemicals to ban and which to leave unrestricted? This class will investigate the toxins that are encountered every day in our world, focusing on the scientific literature. Students will be learn about historic and cutting edge research as they explore our toxic world and ultimately decide what they want to do about it.
Credits: 3
Attributes: Grounds for Change, Natural Science
Prerequisites: ENG 102
Course Notes: This course may be used to fulfill the ACP 250, (Grounds for Change) requirement or the general, education physical science requirement., Can be used to substitute for PHSC 105, towards the environmental science minor., Requires MATH 110 or higher or concurrent.
PHYSICS (PHYS)

PHYS 100 - INTRODUCTION TO ASTRONOMY
An introduction to the study of the night sky for amateur pursuit or as preparation for further study in astrophysics. Topics to be covered include scale and origins of the universe, motions of the heavens, the solar system, the life of stars, galaxies and large scale structure of the universe.
Credits: 3
Attributes: Natural Science
Prerequisites: MATH 096
Course Notes: No credit for science majors., MATH 096 or higher math placement pre-requisite.

PHYS 201 - INTRODUCTION TO NON-CALCULUS BASED PHYSICS I
Empirical analysis of experimental data; kinematics and dynamics of a particle; energy, linear momentum, and gravitation.
Credits: 1,3
Attributes: Lab Course, Natural Science
Prerequisites: MATH 122 or MATH 231
Course Notes: Must take PHYS 201 lab concurrently.

PHYS 202 - INTRO TO NON-CALCULUS PHYSICS II
Static and dynamic electricity; electric and magnetic fields; electromagnetic radiation. Lectures and laboratory.
Credits: 1,3
Attributes: Lab Course, Natural Science
Prerequisites: MATH 122 or MATH 231 and PHYS 201

PHYS 210 - PHYSICS OF THE HUMAN BODY
Physical aspects of the structure and function of the human body, including the physics of heat loss, forces, pressure, fluid dynamics, acoustics, electricity, and optics as applied to various body systems. The physics of surgical implants will also be discussed.
Credits: 3
Attributes: Natural Science
Prerequisites: MATH 122 and PHYS 201 or PHYS 202

PHYS 233 - CALCULUS-BASED PHYSICS I DISCUSSION
Calculus-based derivations and applications for the physics I topics of mechanics and thermodynamics.
Credits: 1
Attributes: Natural Science
Prerequisites: MATH 231

PHYS 234 - CALCULUS-BASED PHYSICS II DISCUSSION
Calculus derivations and applications of physics principles related to electromagnetism and light.
Credits: 1
Attributes: Natural Science
Prerequisites: MATH 232 and PHYS 233
Course Notes: Must also register for PHYS 202 lecture.

PHYS 327 - PHYSICS OF THE HUMAN BODY I
Physical aspects of the structure and function of the human body, including the physics of heat loss, forces, pressure, and fluid dynamics, as applied to various body systems, with a focus on muscles, lungs, and the cardiovascular system.
Credits: 3
Attributes: Natural Science
Prerequisites: (PHYS 201) and (BIOL 201) or (BIOL 123 and BIOL 124)
Course Notes: Cross-listed with BIOL 327

PHYS 390 - SPECIAL TOPICS
Credits: 1-3

PHYS 392 - RESEARCH IN PHYSICS
Independent science laboratory research experience under the guidance of a faculty researcher; 1 to 4 semester hours total may be applied toward the BS degree. Students may register in consecutive semesters.
Credits: 1-4
Attributes: Natural Science
Course Notes: Consent of instructor. $100 per semester hour., Students must arrange for independent laboratory research, experience with a science faculty member, prior to registration.

PHYS 395 - INDEPENDENT STUDY
Independent library research culminating in a formal review paper on a topic approved by the instructor.
Credits: 1-2
Attributes: Natural Science
Prerequisites: PHYS 201
Course Notes: Consent of instructor., Students must arrange for a library independent study, with an instructor prior to registration.; may register for only 1 SH per semester, up to two semesters.
POLICY STUDIES (PST)

PST 110 - INTRODUCTION TO POLICY STUDIES
This introductory course offers an understanding of common policy areas and the analytical tools needed to understand policy issues commonly discussed in the public arena. Readings center on on exploring definitions, media portrayals, and the politics of public policy. Class discussions will focus on exploring how public policy shapes the sociopolitical landscape and offers the legal framework for aspects of public/private life. Understanding policy is a broad endeavor, yet includes considerations of cultural norms, political power struggles and legal frameworks.
Credits: 3
Attributes: Social Science

PST 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.
Credits: 3
Attributes: Social Science

PST 211 - CONTEMPORARY GLOBAL POLICY ISSUES
Contemporary global issues from a sociological perspective. Topics may include institutional problems of non western societies and issues related to class, race, gender, sexuality, disability, environmental destruction, and inequality.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: SOC 101

PST 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.
Credits: 3
Attributes: Social Justice Studies, Social Science

PST 325 - COMMUNITY RESEARCH FIELDWORK
This class will involve developing and completing a research project in collaboration with an outside community organization. Class uses traditional research methods in conducting an engaged, collaborative methods research project. Students will be involved in all stages of the research process. The specific research project will change from semester to semester.
Credits: 3
Attributes: Social Science
Prerequisites: PST 110 and (POS 290 or SOC 325 or PSYC 285)

PST 346 - ADVOCACY & ACTION
Examination of community organizing theories, approaches, and modes of advocacy. Focuses on cases studies and hands on experience.
Examination of community organizing theories and approaches. Focuses on cases studies and hands on experience.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101
Course Notes: Cross-listed with SOC 346

PST 375 - INTERNSHIP
Internship with a local organization involving policy analysis or advocacy. An internship requires working the equivalent of 8 hours/week (10 hours summer) for a total of at least 120 hours at the site of the selected organization. Students will meet the internship requirements of the department (e.g., journal, final paper). Offered in conjunction with faculty advisor, by faculty consent, and requires an advanced signed contract.
Credits: 3
Prerequisites: PST 110 and PST 290 and (PST 210 or PST 211 or PST 212)
POLITICAL SCIENCE (POS)

POS 101 - UNITED STATES POLITICS
The processes and functions of US governmental institutions; Constitutional framework; relationship between politics and the economy; relationship between the states and the national government; political culture; participation and representation; contemporary public policy problems.
Credits: 3
Attributes: Social Science

POS 102 - INTRODUCTION TO COMPARATIVE POLITICS
Diverse governments and political systems; how to understand and compare them. Various methods for analyzing developing and industrialized countries.
Credits: 3
Attributes: International Studies, Social Science

POS 103 - INTRODUCTION TO INTERNATIONAL RELATIONS
Major international problems of our day. Power; American foreign policy; problems in the Third World. Principles underlying international relations; reliable research resources.
Credits: 3
Attributes: International Studies, Social Science

POS 104 - 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.
Credits: 3
Attributes: Social Science

POS 110 - INTRODUCTION TO POLICY STUDIES
This introductory course offers an understanding of common policy areas and the analytical tools needed to understand policy issues commonly discussed in the public arena. Readings center on on exploring definitions, media portrayals, and the politics of public policy. Class discussions will focus on exploring how public policy shapes the sociopolitical landscape and offers the legal framework for aspects of public/private life. Understanding policy is a broad endeavor, yet includes considerations of cultural norms, political power struggles and legal frameworks.
Credits: 3
Attributes: Social Science

POS 200 - 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.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ENG 101
Course Notes: Completion UWR

POS 206 - SIMULATING INTERNATIONAL SECURITY
This “active learning” course introduces students to the subfield of international security studies by giving students the opportunity craft foreign policy for their country in a hypothetical international system. Substantively, the course will cover how scholars and policy makers have addressed the management of the international system, causes of conflict and cooperation among countries, the creation and maintenance of alliances, and the development of national security strategies. Students will apply what they learn through a course-long simulation where teams of students interact to secure their country in an uncertain international system. This course is designed both for advanced POS/INTS majors as well as students with no previous experience in the field. Credits: 3
Attributes: Grounds for Change, Honors Program, International Studies, Social Science

POS 210 - RACE IN AMERICAN POLITICS
This course examines ways in which issues of race manifest in the public sphere in the United States. The class pays particular attention to considering contemporary issues through the lens of historical and continued structural racism within the U.S., exploring issues of social justice, structural discrimination, and privilege in the politics surrounding the framing and implementation of public policy in the United States.
Credits: 3
Attributes: Social Science
Course Notes: Open to freshmen.

POS 220 - THE AMERICAN JUDICIARY
This course considers courts as political institutions and will examine the institutional features of the courts, judicial decision-making and factors that constrain it, the relationship between the courts and the other branches of government, and whether/how courts can be used to effect significant political change.
Credits: 3
Attributes: Social Science

POS 227 - POST-COLON POL IN LATAM&AFRICA
This course tries to understand the politics of developing countries by looking through a post-colonial lens at two regions (Latin America and Sub-Saharan Africa) that experienced an array of different types of European colonization (Spanish, Portuguese, British, French, etc). Thus, the course will cover modern-day experiences of development, democracy, authoritarianism, and human rights in a historical lens. We’ll ask how colonization and local resistance re-shaped these societies and structured the political institutions they inherited. We’ll do so through two mainstream but opposing theoretical perspectives (ie. modernization theory and dependency theory), as well several critical perspectives.
Credits: 3
Attributes: Social Science
Course Notes: Counts as: 200-level requirement for POS;, either Track A or Track B for International Studies

POS 242 - INTERNATIONAL ORGANIZATION AND LAW
This course covers global governance and international organizations in the area of security, economics, regional integration, and law (e.g., UN, IMF, World Bank, EU, International Court of Justice, and the International Criminal Court). We will cover why they exist, how they work, what effects they have, and why some don’t work as promised. We’ll also cover why some efforts to create more robust organizations, regional integration, and law are unsuccessful.
Credits: 3
Attributes: International Studies, Social Science
POS 250 - TRANSIT IN TRANSITION
We tend to think of urban transit schemes as responses to a fixed set of problems – how do we get people from point A to point B? But the structure of urban transit systems, from suburban rail to subways to networks of highways, often determines where and how people live, rather than the other way around. In this course we will examine how U.S. cities came to be criss-crossed with interstate highways, and how the particular pattern of highway growth manifested itself in Chicago. Is Chicago designed for the car or the train? How and why did Chicago embark on building the El – one of the densest urban rail systems in the world? What are the politics of its maintenance, expansion and ridership? Finally, we will look at the politics of bicycling, and how riders have convinced urban planners in places like Chicago to yield sought-after pieces of the road to cyclists. Most importantly, we will ask how these decisions impact the scale, equality and sustainability of human development in the city and the suburbs. In this intensive honors course, students will combine classroom learning with hands-on engagement with all of the city’s structures of transit, with the goal of fostering a new appreciation for the relationship between forms of transit, structures of power, and modes of living.
Credits: 3
Attributes: Grounds for Change, Social Science
Prerequisites: ENG 102 and MATH 110
POS 250B - URBAN ENVIRONMENTAL JUSTICE
Credits: 3
Attributes: Grounds for Change, Social Science
POS 250C - PUBLIC HEALTH ISSUES & IDEAS
This course provides students with an understanding of concepts and tools for measuring health in populations. In addition they will be able to comprehend and characterize the relationship of the public health system with medical care and other elements of the overall health system and identify the government’s unique contributions through federal, state, and local public health agencies. Public health broadly involves an array of biological, environmental, social, cultural, behavior, and service utilization factors that are all associated with health. Underlying this is an understanding that the success or failure of the collective actions and decisions thus we are all accountable to each other in order to produce the best results. To that end the class, through case studies, will also focus on ways in which positive changes can be made in order to improve these systems and individuals within them in order to move them towards improved quality and quantity of health for all.
Credits: 3
Attributes: Grounds for Change
Prerequisites: ENG 102
POS 280 - SPECIAL TOPICS
Topics vary, check schedule
Credits: 3
Course Notes: .
POS 290 - RESEARCH IN POLITICAL SCIENCE
An introduction to research method, research design, and the analysis of political data. The course is intended to introduce students to the fundamentals of scientific inquiry as they are employed in the discipline. The course will consider the philosophy of scientific research generally, the philosophy of social science research, theory building and theory testing, the components of applied (quantitative and qualitative) research across the major sub-fields of political science, and basic methodological tools.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: w/ min grade of C.
POS 295 - INDEPENDENT STUDY
Credits: 1-3
POS 301 - INTRO TO PUBLIC ADMINISTRATION
Overview of field and profession of public administration. Survey of social and historical environment of public agencies. See Padm 300.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101
POS 302 - PROBLEMS IN U.S. FOREIGN POLICY
Organization of US government for conduct of foreign policy. Case studies of military, economic, and political foreign affairs.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: POS 101 and POS 103
POS 303 - COMPARATIVE DEMOCRATIZATION
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.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: POS 203 or POS 102
POS 306 - POLITICS OF DEVELOPMENT IN THE GLOBAL SOUTH
This course investigates the remarkable variation in economic, social, and political development in post-colonial countries (often termed 3rd World, Developing, Global South). Drawing on debates between modernization theory and dependency theory, this course explores why some countries are rich and others are poor through structural, institutional, and policy lenses. We conclude with promising and practical avenues to alleviate poverty and promote development.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: POS 203 or POS 102
Course Notes: consent
POS 311 - POVERTY POLICY
This course focuses on the policy processes, historical context, and sociocultural issues surrounding antipoverty policy in the United States, including how poverty is defined and applied. In understanding poverty and antipoverty policy in the United States this course pays particular attention to issues of place, gender, and race.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: POS 101 and ENG 102
**POS 312 - POLITICS OF LGBT COMMUNITIES**
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.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: POS 101
Course Notes: consent

**POS 320 - UNITED STATES CONGRESS**
Give students an understanding of the US Congress and its nature of representation within a representative democracy. It will examine the origin and development of Congressional institutions. It will also explore the effects of parties, committee leadership, lobbying, elections, the bureaucracy, media, and constituent's demands on Congress. Additionally, will cover the impact of the other branches of government such as the judiciary and executive branches in relationship to how Congress governs.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101 and ENG 102
Course Notes: consent

**POS 321 - CONTEMPORARY POLITICAL THOUGHT**
This course explores emerging (and re-emerging) political theories that seek to challenge and offer alternatives to contemporary Western neoliberal political economy. We will focus on theoretical works that are grounded in a relational perspective, drawing from theorists working in or influenced by feminist, ecological, indigenous, anarchist, process and pragmatist traditions.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year POS 104

**POS 327 - SEXUALITY, GENDER, AND INTERNATIONAL HUMAN RIGHTS**
Contemporary issues of gender and sexuality in international human rights theory, law, and practice.
Credits: 3
Attributes: International Studies, Social Science, Women Gender Studies
Prerequisites: (POS 101 and POS 102) or (POS 103 or POS 201 or POS 203) and ENG 102
Course Notes: consent

**POS 329 - PHILOSOPHY OF LAW**
Philosophic issues and theories concerning the nature of law, the role of the judiciary, justifications of punishment, types of liability, and considerations of justice. Practical application of theory is made to cases considering such policy topics as the death penalty, equal protection, workplace discrimination, and class-based discrimination.
Credits: 3
Attributes: Legal Studies, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: or consent; Political Science and/or Philosophy recommended

**POS 334 - TOPICS IN POLICY MAKING**
Content varies. Please select the red CRN in Course Schedule for a description of this course.
Credits: 3
Attributes: Social Science
Course Notes: Content varies. Please select the red CRN, for a description of this course.

**POS 336 - THE CONTESTED CITY**
This course explores contemporary conflicts over labor rights and regulation, education, economic development, housing, infrastructure, taxation, policing, and public space in the urban context. We address the following questions: What is driving contemporary elite efforts to remake cities in a "neoliberal" mold, across multiple policy areas, and what are their strategies? How and why is the city crucial to neoliberalism as well as to its opposition? What are the prospects for ordinary people to shape the city to conform to their own needs, values, and dreams?
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: POS 101 and ENG 102
Course Notes: consent

**POS 338 - FIELD INTERNSHIP 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.
Credits: 3
Attributes: International Studies, Social Science, Transformational Service Learning
Course Notes: Six courses in major and consent of instructor.

**POS 339 - POLITICAL VIOLENCE & TERRORISM**
This course explores the nature, causes and effects of contemporary terrorism. What is terrorism and who defines it? Is terrorism modern or is it a recurring feature of global political history? What are the goals of terrorism, and who is the audience? What causes terrorism, and what strategies have governments and organizations pursued to diminish or end it? The course addresses the long history of terrorism, the role of states in promoting and fighting it and then focuses primarily on the global rise of terrorism beginning in the 1960s through 9/11 and the "War on Terror.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: POS 101 or POS 203 or POS 103 or POS 201 and ENG 102
Course Notes: consent

**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 348.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101 and ENG 102
POS 342 - CONTEMPORARY CIVIL WARS
This course introduces students to the scientific study of modern civil wars, with specific focus on their inception, the dynamics of violence, and the challenge of political order. In the process, the course will address the principal debates of the subfield, including, but not limited to, the role of class, ethnicity, regime type, and repression. Although principally within political science, the course draws on theory and scholarship from related disciplines, especially sociology and economics. Credits: 3
PREREQUISITES: POS 102 (with a min grade of C) OR POS 203 (with a min grade of C)
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: POS 102 or POS 203

POS 343 - TOPICS: ECONOMIC JUSTICE IN URBAN SETTING
Examination of selected human rights problems and efforts to address them in Chicago, followed by comparisons with conditions and efforts in another city abroad. Comparisons are used by students to generate solutions to difficult local problems. For more details, please click the highlighted CRN for this course on the specific term schedule. Credits: 3-6
Attributes: International Studies, Social Justice Studies, Social Science, Transformational Service Learning
Prerequisites: POS 101 or POS 102 or POS 103
Course Notes: Or instructor consent., An international trip to Vancouver is part of this course., financial aid is available.

POS 344 - POLITICS OF INDIA
This course seeks to understand the politics of India by couching it in the study of comparative politics. It applies the primary theories and approaches from comparative politics to India and makes direct comparisons to other countries in the region and elsewhere. In the process, the course covers the historical development of India’s political and economic institutions as well as its contemporary politics, policies, and problems.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: POS 102

POS 345 - GLOBAL DIGITAL ACTIVISM
Global Digital Activism offers students an exploration of global digital activism through campaigns and mobilizations - including the Arab Spring and recent cases like #BringBackOurGirls. Students will study the history of the digital public sphere, grapple with questions about the cat-and-mouse game between authoritarian governments and opponents, and explore theories and ideas about the importance of social media technologies in both democratic and non-democratic contexts.
Credits: 3
Attributes: International Studies, Social Science, Women Gender Studies
Prerequisites: POS 102 or POS 203 and ENG 102
Course Notes: or instr. consent

POS 346 - COUNTERTERRORISM AND HUMAN RIGHTS
This course will examine critical and contemporary issues within the fields of counter-terrorism and human rights. Discussed will be the nature and history of terrorism around the world, types of domestic and foreign terrorism, American and international responses, the impact of human rights concerns, and the structure as well as function of law enforcement and intelligence agencies. The course will highlight the global impact of terror attacks on populations, governments, and the international community. The responses will be examined and debated while taking a critical view of the various human rights violations and methods adopted by counter terrorism agencies.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: POS 102 or POS 103
Course Notes: consent.

POS 347 - ENVIRONMENTAL POLITICS
This course examines the relationship between poverty, development, and environmental sustainability in a variety of national settings. It examines examples of sustainable and unsustainable development and analyzes the outcomes of different developmental paths. Finally, it explores responses through both national and international conservation movements.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: POS 101 and POS 103 or POS 203

POS 348 - POLITICS OF CLIMATE CHANGE
This course examines the domestic and international causes of, and responses to, climate change. We will discuss international legal and scientific responses, battles over control of the scientific agenda, responses within both developed and developing nations, and proposed strategies of adaptation.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101 or POS 103

POS 349 - POLITICS OF CONSERVATION
This course examines the politics of the domestic and transnational conservation movement, as well as the costs and benefits of conservation efforts. We will discuss international legal and scientific responses, and responses within both developed and developing nations.
Credits: 3
Attributes: International Studies, Social Science, Transformational Service Learning
Prerequisites: POS 101

POS 350 - COMMUNITY ORGANIZING
Examination of community organizing theories and approaches. Focuses on case studies and hands-on experience.
Credits: 3
Attributes: Non-western Culture, Social Science
Prerequisites: SOC 101
Course Notes: or consent of instructor.

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.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101
POS 354 - POWER AND POLITICS IN THE MIDDLE EAST
This course introduces the formal and informal institutions, histories, cultures, and economic systems of the contemporary Middle East. Students will weigh in on the most controversial and difficult questions about politics in the Middle East, including the effect of oil wealth on domestic institutions in the Gulf, the role of political Islam in Algeria, Egypt, and Turkey, the persistence of regional authoritarianism, and the varieties of democratic practice in Lebanon, Israel, and Iraq. By demystifying politics in the Middle East, the course seeks to build an understanding of the region and its diverse inhabitants, and to help foster critical dialogue across cultures.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: POS 203 or POS 102

POS 355 - US AND IL ELECTIONS
Course offered in Presidential election years, covering statewide (Illinois) and Presidential elections: how campaigns are mounted; the role of money and elections; voter decision making and voting blocs; primary and general elections procedures.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101

POS 358 - INTERNATIONAL RELATIONS OF THE MIDDLE EAST
Exploration of the international politics of the Middle East, tracing the development of Western interests in the region. Instead of exploring the region from the perspective of the West, however, the course will take seriously the foreign policy histories and goals of the states of the Middle East, exploring regional rivalries, energy politics, the rise and fall of pan-Arab nationalism, the so-called “War on Terror”, and the enduring significance of the Arab-Israeli conflict for regional politics.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: POS 102 or POS 203 and POS 103 or POS 201
Course Notes: or consent.

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.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101 and ENG 102
Course Notes: consent

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.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101 and ENG 102

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.
Credits: 3
Attributes: Social Justice Studies, Social Science, Women Gender Studies
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: with minimum grade of a C. Instructor consent.

POS 370 - PROBLEMS IN PUBLIC ADMINISTRATION
Major problem areas in public administration including ethical considerations and political aspects of policy implementation.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101 and POS 203 and ENG 102
Course Notes: consent

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.
Credits: 3
Attributes: Social Science
Prerequisites: POS 101 and ENG 102
Course Notes: consent.

POS 374 - UNITED STATES CONSTITUTIONAL LAW
This course focuses on two major aspects of American constitutional law; separation of powers (relationship between and limits on the legislature, executive, and judiciary) and federalism (relationship between and roles/limits of the federal and state governments). Particular attention is given to how the Supreme Court’s interpretation of the Constitution shapes these relationships.
Credits: 3
Attributes: Legal Studies, Social Science
Prerequisites: POS 101 and ENG 102
Course Notes: consent.

POS 375 - CIVIL RIGHTS & CIVIL LIBERTIES
This course examines the relationship between the government and individuals by focusing on the Supreme Court’s interpretation of the Bill of Rights and includes consideration of topics such as discrimination on the basis of race or sex, freedoms of speech and religion, and the right to privacy.
Credits: 3
Attributes: Legal Studies, Social Science
Prerequisites: POS 101 and ENG 102
Course Notes: consent.

POS 380 - INTERNATIONAL LAW I: 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.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: POS 101 and POS 201 and ENG 102
Course Notes: consent.

POS 388 - INTERVENTION AND PEACEKEEPING
This course introduces students to the study of international conflict resolution as viewed through the lens of civil wars (i.e., violent conflict by armed organizations within a recognized state). We address the obstacles to conflict resolution, why some civil wars last longer than others, and international attempts (e.g., UN, US, NATO, EU, etc) to build sustainable post-conflict peace. We nest international peacemaking within the context of global politics and use the main theoretical perspectives therein (e.g., realism, liberalism, constructivism, Marxism, among others).
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: (POS 102 or POS 203) and (POS 103 or POS 201)
POS 390 - TOPICS: AMERICAN POLITICS
Topics vary by semester.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: with min grade of C.

POS 392 - TOPICS: INTERNATIONAL POLITICS
Topics vary by semester.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: POS 103

POS 395 - INDEPENDENT STUDY
Individual projects pursued under an instructor’s supervision.
Credits: 1-4
Attributes: Social Science

POS 397 - INDEPENDENT STUDY
Credits: 3
Attributes: Social Science
PROFESSIONAL & LIBERAL STUDIES (PLS)

PLS 201 - CRITICAL REASONING AND SKILLS
This course offers an orientation to university-level course work by developing skills in analytical thinking, argumentation, and expository writing. Especially important for those who have been away from school for a period of time, this introductory course has an informal, supportive atmosphere, designed for adult learning. Through interdisciplinary readings, class discussions, writing, and/or oral presentations, students develop the ability to analyze, interpret, and synthesize related subject areas. Typical assignments may include the analysis of opinion articles, book chapters, and other similar texts, as well as the analysis of visual rhetoric, including advertisements, political cartoons, and other media. Subject matter varies by section.
Credits: 3
Attributes: Adult Flex Track
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.

PLS 202 - INFORMATION LITERACY AND RESEARCH WRITING
This course develops university-level research-based skills and writing, as well as develops an intellectual framework for understanding, finding, evaluating, and using information. Students are challenged to become informed consumers of scholarly and mainstream information by analyzing a wide range of sources (including the use of Internet and media-based sources of information). Via the examination and construction of reasoned arguments, students develop the ability to evaluate varied research sources and utilize them in their own research-based essay and/or project. Typical assignments could include thesis statement workshops, a short research proposal, a review of a scholarly article, a short research-based argumentative essay, a final abstract, and presentation.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.

PLS 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.
Credits: 1
Attributes: Guided Independent Distance Education

PLS 220 - TECHNOLOGICAL LITERACY
This course develops technological literacy skills within a critical thinking context. Via discussion of historical and current technologies, students analyze the ways technology increasingly defines the way we interact, retrieve knowledge, and construct arguments. Students will explore various well-known applications, software, and other media tools, such as PowerPoint, podcasting, blogging, video presentation tools (YouTube, Jing), wikis, and online video conferencing (Skype, Zoom, Adobe Connect). Students will evaluate technology’s impact on society and ethical issues, including a critical review of social media and its problems and opportunities. Typical assignments could include online presentations and online group collaborations, blogs, wikis, and/or spreadsheets including graphs or charts.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 201 or PLS 302
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.

PLS 257 - NUTRITION FOR EVERYDAY LIFE
Human nutrition; effects of nutrition on health and well-being. Food choices, advances in nutrition, and new research on diet.
Credits: 1
Attributes: Guided Independent Distance Education

PLS 331 - IMAGES OF WOMEN
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 will.
Credits: 3
Attributes: Guided Independent Distance Education, Women Gender Studies
Course Notes: Cr. Only for BGS215 or BGS331

PLS 332 - CHICAGO ISSUES AND TRENDS
The course studies how geography and technology shape Chicago. It covers the effect of railroads, manufacturing and retail on Chicago. Ethnic politics, crime and struggles for cultural supremacy are studied. Unions, reform movements and gangland corruption are discussed. The course focuses on the growth of the African-American community and the decline of the democratic machine. It analyzes the role of globalization on the future of the city.
Credits: 3
Attributes: Guided Independent Distance Education

PLS 332A - CHICAGO ISSUES AND TRENDS TO 1871
This course studies the importance of geography and technology to the growth of Chicago from an outpost fort to the second largest urban center in the US. It covers the development of water and rail transportation and the accompanying establishment of trading, processing, manufacturing, and retail enterprises. The city is ethnically diverse pre-Fort Dearborn beginnings through its rebirth after the Great Fire of 1871 are examined.
Credits: 1
Attributes: Guided Independent Distance Education
PLS 332B - 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.
Credits: 1
Attributes: Guided Independent Distance Education

PLS 332C - CHICAGO ISSUES AND TRENDS 1920-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.
Credits: 1
Attributes: Guided Independent Distance Education

PLS 333C - LABOR & WORK 1920-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.
Credits: 1

PLS 350 - SOCIAL SCIENCES SEMINAR I: CRITICAL SKILLS
Introduction to the wide range of approaches, worldviews, and research methods in the social sciences. This course explores the breadth and depth of social science research in the modern era, asking how scholars from various disciplines have approached the study of societies and social change. Major social science analytic concepts such as race, class, and gender are defined. Recent social science controversies and the production of social science knowledge are explored. Key requirements include extensive reading, short critical essays, class participation, and a presentation.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 202 and ENG 102
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.

PLS 351 - SOCIAL SCIENCES SEMINAR II: SPECIAL TOPICS
Building on the foundation of PLS 350, this seminar conducts a genuinely interdisciplinary exploration of a major question in the social sciences. The course will interrogate a social problem from the perspective of various disciplines, examining the methods, approaches, and conclusions of each. For example, the course might examine the problem of poverty by engaging the relevant research of economists, psychologists, political scientists, historians, and sociologists. Topics will vary by course. Key requirements include extensive reading, short critical essays, class participation, and a research project.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 350
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.

PLS 352 - THE STRUCTURE OF MATTER
A study of the various types of energy and the laws that describe the behavior of energy; the nature of atoms; protons, electrons, and neutrons; the nature of all the substances that make up the world.
Credits: 1
Attributes: External Studies Program

PLS 356 - EARTHQUAKES/CONTINENTAL DRIFT/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.
Credits: 1
Attributes: Guided Independent Distance Education

PLS 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.
Credits: 1
Attributes: Guided Independent Distance Education

PLS 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.
Credits: 1
Attributes: Guided Independent Distance Education

PLS 360 - NATURAL SCIENCES SEMINAR I
Interdisciplinary introduction to the methods and analytic framework of the natural sciences, an exploration of the relationship between science and society, and a critical examination of the values and assumptions associated with the production of scientific knowledge. Key topics addressed include the basic methods and philosophy of science, the relevance of quantitative reasoning to understanding scientific data, the critical analysis of scientific information within popular media and scholarly sources, and the assessment of scientific theories and evidence. Each section draws upon examples and case-studies from selected natural science disciplines, such as biology, ecology, geology, etc. Class activities include lectures, class discussions, student presentations, and/or field trips. Key requirements include class participation, student presentations, short critical essays, and/or exams.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 202 and ENG 102
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.
PLS 361 - NATURAL SCIENCES SEMINAR II
Interdisciplinary introduction to the methods and analytic framework of the natural sciences, an exploration of the relationship between science and society, and a critical examination of the values and assumptions associated with the production of scientific knowledge. Key topics addressed include the basic methods and philosophy of science, the relevance of quantitative reasoning to understanding scientific data, the critical analysis of scientific information within popular media and scholarly sources, and the assessment of scientific theories and evidence. Each section draws upon examples and case-studies from selected natural science disciplines, such as biology, ecology, geology, etc. Class activities include lectures, class discussions, student presentations, and/or field trips. Key requirements include class participation, student presentations, short critical essays, and/or exams.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 360
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.

PLS 370 - HUMANITIES SEMINAR I: CRITICAL SKILLS
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.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 202 and ENG 102
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.

PLS 371 - HUMANITIES SEMINAR II: SPECIAL TOPICS
Exploration of a specific interdisciplinary topic and issues in the humanities, building on the critical, interpretive, research, and writing skills developed in earlier classes. Topics vary semester to semester, but each involves multiple humanities disciplines and art forms. Some possible topics for exploration might be themes (the humanities and technology, the humanities in postcolonial cultures) a particular historical period (the Harlem Renaissance, culture of the 1960s), or the relations between particular art forms or traditions (film and literature, hip hop and folklore, painting and photography).
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 370
Course Notes: Must be admitted to the Flex-Track Program for Adults or, have Advisor consent to register.

PLS 372 - PHILOSOPHIES OF ART
Ideas about art from the Classical period to the present. The roles of the artist, the audience, and the critic.
Credits: 1
Attributes: External Studies Program

PLS 373 - THE COMIC SPIRIT
Several traditions of humor in the arts. Theories of Susanne Langer and Arthur Koestler; nonsense and puns; exaggerative humor such as parody, satire, lampoon, burlesque, and "black humor"; and situation comedy.
Credits: 1
Attributes: Guided Independent Distance Education
Prereq: access to a television set.

PLS 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.
Credits: 1
Attributes: Guided Independent Distance Education

PLS 381 - TECHNOLOGY & 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.
Credits: 1
Attributes: External Studies Program
Course Notes: Cr. Only for BGS381 or HIST326A

PLS 394 - SPECIAL TOPIC
Join the best science and nature writers as they journey into the rarely seen personal side of science: the heartbreaking work of a memory expert who for the first time hears her father's long suppressed story of the Holocaust; the tedium and horror of a single day in an Ebola clinic; the frustration and sadness of an earthquake specialist who confronts the death of loved ones in an earthquake; the surprise and delight of a researcher who discovers the crow he is studying figured him out first; the awe and wonder of astronomers as they chase those illusive aliens across the universe; the desperation of volunteers who scramble to aid newly hatched sea turtles, or save a critically endangered right whale entangled in fishing nets; the lurking suspicion of researchers that your cat's penetrating gaze conveys more than a request for dinner; or a doctor's poignant reflections on the limits of modern medicine in terminal patients.
Credits: 6
Attributes: Adult Flex Track
Prerequisites: ENG 102 and PLS 302 or (PLS 201 or BGS 302 or BGS 201)
Course Notes: Online interaction required.

PLS 396 - TOPICS IN SOCIAL SCIENCE
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.
Credits: 3
Attributes: External Studies Program

PLS 397 - ADVANCED RESEARCH DESIGN AND EVALUATION
The purpose of this seminar is to prepare the student for the final senior thesis project by exploring topic development, research design, the preparation of preliminary bibliographies, the evaluation of online, print, primary, and scholarly sources, and a review of the principles of academic writing and the effective use of evidence. By the end of the class, the student will have selected a topic for the thesis, a working annotated bibliography, tentative thesis statement, and a full formal proposal in preparation for the full thesis.
Credits: 3
Attributes: External Studies Program

Course Notes: Open to students in the Fast-Track Program for Adults.
**PLS 398 - SENIOR THESIS**
Using the materials developed during PLS 397, this course consists of writing and submitting a full draft of the thesis by responding to critiques from fellow students and the instructor, and learning to revise and reorganize as necessary. Learners will produce the completed thesis of 15-20 pages. Other typical assignments may include writing workshops, a formal abstract, and visual/oral presentation of the final results of the thesis.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 397
Course Notes: Open to students in the Fast-Track Program for Adults.

**PLS 399 - SENIOR THESIS**
The final course in the BGS/BPS program taken after completion of the senior seminars. A guided independent research project focused on a single topic, allowing the student to conduct a thorough, in-depth study in an area of interest. Thesis work provides an opportunity to apply the knowledge and skills gained throughout the BGS/BPS program by developing the qualities of independent and critical thinking. The final 20-25 page research project is a thorough, clearly articulated representation of the student's educational accomplishments. Tutorial mode of instruction. Also available through External Studies Program in print-based format and over the Internet through RU Online.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: PLS 351 or PLS 361 or PLS 371 or PLS 390 or PLS 391 or PLS 392
Course Notes: Must be admitted to the Flex-Track Program for Adults or have Advisor consent to register.
PSYCHOLOGY (PSYC)

**PSYC 103 - INTRODUCTORY PSYCHOLOGY**
Introduction to the major conceptual schools, theoretical approaches, research methodologies, and applied domains of contemporary psychology with an equal emphasis on scientific traditions of experimental psychology and the varied domains of applied psychological practice, such as counseling, clinical, forensic, and behavioral health.
Credits: 3
Attributes: Social Science

**PSYC 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.
Credits: 3
Attributes: Social Science

**PSYC 108 - HUMAN SEXUALITY**
Sexuality from youth to old age, including the development of gender identity, sexual orientation, and sex roles. Review of the physiology and psychology of sexual arousal, adult sexual behavior in its many manifestations, and a brief introduction to sexual dysfunction.
Credits: 3
Attributes: Social Science, Women Gender Studies

**PSYC 200 - INTRODUCTORY STATISTICS**
Quantitative methods for interpreting results of psychological research. Averages; variability concepts; correlation; reliability of basic statistical concepts, especially in relation to sampling problems. This course is a prerequisite to Psyc 270 and 307 and may not be taken concurrently with either.
Credits: 3
Attributes: Social Science
Course Notes: Basic knowledge of algebra required

**PSYC 201 - ABNORMAL PSYCHOLOGY**
Development, symptoms, and patterns of maladaptive behavior; introduction to disorders such as anxiety, depression, schizophrenia, and others.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

**PSYC 203 - COPING WITH STRESS**
Self-help course with required student participation. Review of relaxation and active coping techniques. Progressive muscle relaxation; autogenic training; breathing exercises; yoga stretching; 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.
Credits: 3
Attributes: Social Science
Course Notes: Credit only for PSYC 203 or 204.

**PSYC 205 - DRUGS AND HUMAN BEHAVIOR**
Contemporary drug use in our society from behavioral, biological, and social perspectives; review of prevention and treatment approaches.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

**PSYC 211 - PSYCHOLOGY STUDY OF RACISM**
The purpose of this course is to familiarize the student with the field of psychology's study of racism and prejudice; and engage the student an experiential investigation of racism and prejudice via group discussions, viewing of films on the topics, and additional readings as assigned.
Credits: 3
Attributes: Non-western Culture, Social Science

**PSYC 215 - LEARNING & DEVELOPMENTAL DISABILITIES**
Review of disorders such as autism, attention deficit/hyperactivity disorder, learning disabilities, and intellectual disabilities. Discussion of implications for home and school settings.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103
Course Notes: Course will count for Child and Family elective.

**PSYC 216 - INTRODUCTION TO LEARNING**
Introduction to basic concepts in respondent and operant conditioning. Learning phenomena are practiced in class through the use of a virtual laboratory rat.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

**PSYC 220 - 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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

**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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103
Course Notes: 1-BIOL course

**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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

**PSYC 210 - PSYCHOLOGY STUDY OF RACISM**
The purpose of this course is to familiarize the student with the field of psychology's study of racism and prejudice; and engage the student an experiential investigation of racism and prejudice via group discussions, viewing of films on the topics, and additional readings as assigned.
Credits: 3
Attributes: Non-western Culture, Social Science

**PSYC 215 - LEARNING & DEVELOPMENTAL DISABILITIES**
Review of disorders such as autism, attention deficit/hyperactivity disorder, learning disabilities, and intellectual disabilities. Discussion of implications for home and school settings.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103
Course Notes: Course will count for Child and Family elective.

**PSYC 216 - INTRODUCTION TO LEARNING**
Introduction to basic concepts in respondent and operant conditioning. Learning phenomena are practiced in class through the use of a virtual laboratory rat.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

**PSYC 220 - 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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

**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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103
Course Notes: 1-BIOL course

**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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103
PSYC 250 - YOUTH VIOLENCE INTERVENTION & THEORY
Make a difference in the community by working with diverse, low income children who have been involved in the state system. This course is broken into three aspects of learning: (1) knowledge-based critical thinking about key topics regarding youth, justice, mental health, cultural diversity, social justice, theories of change, and economics, (2) development of professional skills including professional communication, networking, self-promotion, and diversity awareness, and (3) one-to-one time with kids in the community as a mentor and role model. This course involves a non-traditional learning environment that is interactive and peer-driven; it involves a great deal of media and student activities including a 1-hour weekly OFF-SITE community involvement at the end of each class. THE COURSE DOES NOT REQUIRE ANY ADDITIONAL WORK OR TIME IN COMPARISON TO A TRADITIONAL COURSE; time spent in the community takes the place of other traditional homework components. This course is affiliated with the 'B.O.U.T. I.T.' (Bringing Out Unity through Intervention Tactics and Interactive Techniques) Mentorship Program - 'Don't speak about it, be about it'.
Credits: 3
Attributes: Grounds for Change, Social Justice Studies, Social Science, Transformational Service Learning
Prerequisites: ENG 102
Course Notes: Additional hour of class time required for off-campus, community service activities. Sophomore standing required. Can count toward the major.

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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103
Course Notes: Course will count, as elective for concentration in Child and Family Studies.

PSYC 270 - PSYCHOLOGICAL TESTS
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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

PSYC 306 - EVOLUTION OF BEHAVIOR
Have the human mind and human behavior been shaped by natural selection through evolutionary history as the human body? If so, what aspects of behavior are most likely to be responsive to selection? Are antecedents of certain human behaviors found in other species? For example, do other species have their "cultures"? What are "memes" and in what way are they analogous to genes? These and other will be explored in this course.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103 and Passing the appropriate departmental placement test within the previous year
Course Notes: 9 SH of PSYC

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.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 200 or PSYC 285

PSYC 310 - FUNDAMENTALS OF BEHAVIORAL NEUROSCIENCE
Fundamentals of neural communication, organization, and basic neuroanatomy will be covered. Sensory systems will be introduced as models of neural organization.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three psychology courses required; credit only for, Behavioral Neuroscience or Biopsychology I.

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.
Credits: 3
Attributes: Non-western Culture, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three psychology courses required.

PSYC 316 - LEARNING
Research and theory on the acquisition, retention, and loss of acquired responses; memory and information processing.
Credits: 3
Attributes: Social Science
Prerequisites: PSYC 103

PSYC 303 - PSYCHOLOGY (PSYC)
PSYC 319 - CHILDHOOD & ADOLESCENCE PSYCHOPATHOLOGY
Major forms of abnormal behavior in childhood and adolescence. These include disorders of behavior (e.g., attention-deficit hyperactivity disorder, oppositional defiant disorder), disorders of emotion (e.g., anxiety and depression), developmental and learning problems (e.g., autism, learning disabilities), and problems related to physical and environmental challenges (e.g., anorexia, child abuse and neglect). You will learn about the defining characteristics, associated features, possible causes, research evidence, and current approaches to intervention and prevention.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology.

PSYC 325 - SENSATION AND PERCEPTION
This course covers visual, auditory, tactile, gustatory and olfactory sensation and perception. Students will learn about research and theory in the areas of object perception, motion perception, color perception, depth perception, pitch perception, sound localization. Prerequisite: three psychology courses required.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year

PSYC 326 - COGNITIVE PROCESSES
Theory and research on cognitive processes and their interrelationships with other psychological functions, especially learning.
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology.

PSYC 335 - HUMAN DEVELOPMENT AS A CULTURAL PROCESS
This course examines human development as a cultural process situated in the communities, environments and historical eras in which it occurs. In locating human development in the contexts in which it occurs this class draws on the work of developmental psychologists, cultural anthropologists, sociologists and historians. Students will explore the sociocultural contexts of their own development and will contrast these against norms of other communities. We will consider cultural influences on patterns of biological, cognitive, social, and emotional development.
Attributes: Social Science, Travel Based Study, Transformational Service Learning
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Students in this course will have the opportunity, to study abroad in Guatemala OR, complete an alternate service learning project locally. Unlike many other courses, students in this course will have the option of taking this, course with or without the study abroad component. In other words, studying abroad, and the associated additional costs are not necessary, to take this course. Spaces on, the study abroad trip will be limited.

PSYC 336 - BRAIN AND BEHAVIOR
Complex behaviors are possible because of the brain. Our goal is to understand this complex organ and how it functions to allow for human behavior. Fundamental neural systems (such as sleep and motivation), higher cortical functioning (such as language and attention), and brain plasticity will be covered.
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology required; credit only for Brain and, Behavior or Biopsychology II.

PSYC 339 - 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.
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology.

PSYC 341 - OLDER ADULTHOOD AND AGING
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 Psychology courses required.

PSYC 343 - MOTIVATION
This course addresses why people are motivated to do the things they do, why individuals respond differently to various stimuli, crises or opportunities and how they can change through self regulation. Motivation will be reviewed from biological, learned and cognitive perspectives. The impact of emotions, beliefs, environment, and physiology on motivation and individual behavioral responses will be explored from an applied perspective assisting students to be better equipped to direct and assist others in making choices and developing strategies that can aid in achieving success and a sense of accomplishment in their work and personal lives.
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 psychology courses required.

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 nonwork environments.
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology.
**PSYC 345 - PSYCHOLOGY OF WOMEN**
Psychological development of women viewed from social, cultural, and biological perspectives.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology.

**PSYC 346 - PSEUDOSCIENCE AND THE PARANORMAL**
Rigorous training in critical thinking skills. Application to extraordinary pseudoscientific, paranormal, and supernatural claims. Topics include complementary and alternative medicine, traditional/nontraditional psychology, as well as, astrology, biorhythms, channeling, chi, deja vu, demon possession, ESP, faith healing, Feng Shui, ghosts, magnet therapy, moon madness, mystical and religious experience, near-death experiences, out of body experiences, parapsychology, prayer, precognition, prophesy, psychic reading, psychokinesis, reincarnation, spiritualism, therapeutic touch, and UFOs. Required part of the Comprehensive Stress Management and Meditation/Mindfulness System training course of study (along with Psyc 203 and 373/379).
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology.

**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.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology.

**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.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three psychology courses.

**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.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: three psychology courses required.

**PSYC 352 - PSYCHOLOGY OF ADVERTISING**
We are immersed in a culture characterized in part by consumerism and materialism. Messages encouraging consumption are all around us. They affect how we feel, think, and even how we act. This course examines the process of consumption (i.e., consumer behavior) from a cognitive, affective, and behavioral perspective characteristic of the behavioral sciences. The course will alternately focus on the academic foundations of consumer behavior, and applying these foundations to contemporary issues.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 PSYC courses required.

**PSYC 360 - EYEWITNESS TESTIMONY**
Eyewitnesses play a crucial role in our legal system. The purpose of the course is to introduce you to a broad range of topics that are investigated by eyewitness memory experts and to help you gain a basic familiarity with some of the fundamental concepts, principles, theories, and legal applications of eyewitness testimony. Students will learn about the major theoretical perspectives of human memory; research methods used to evaluate the reliability of eyewitnesses; how certain factors affect the reliability of an eyewitness’ identification; and to think critically about preventing mistaken identifications. (Prerequisite: three psychology courses required.)
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three psychology courses required.

**PSYC 366 - POVERTY & THE INDIVIDUAL**
This class will examine issues facing those living in poverty. We will look at poverty from both a micro and macro perspective, both locally and globally. We will investigate how institutions such as education, health, and the law operate with respect to those living in poverty. Furthermore, we will scrutinize the impact of poverty on mental health, physical health, and housing. (Prerequisite: three courses in psychology required.)
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 9 SH in PSYC

**PSYC 368 - CHILD ABUSE/FAMILY VIOLENCE**
An introduction to the causes and effects of abuse on children, adolescents, and families. Students will learn: the scope of child abuse, its causes, and strategies that prevent and reduce its occurrence using a variety of approaches; how to apply critical thinking skills to evaluate information about child abuse; personal emotional responses to abuse; and to develop civic participation skills around course topics.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three psychology courses required., Course elective for Concentrations in Child/Family Studies, or Concentration in Forensic Psychology., Requires 20 hours of community service learning, outside the classroom.
PSYC 369 - EATING DISORDERS
Introduction to the history, theory, assessment, and treatment of eating and feeding disorders. Historical and socio-cultural perspectives will be emphasized.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three psychology courses required.

PSYC 373 - RELAXATION & MINDFULNESS
Professional training in simple stretches, progressive muscle relaxation, autogenic training, breathing exercises, imagery, and meditation/mindfulness. Students learn to construct individualized relaxation tapes for practice clients and present professional relaxation workshops. Critical evaluation of popular systems of relaxation and mindfulness. Not a substitute for personal relaxation training, personal stress management, counseling, or psychotherapy. Required part of the Comprehensive Stress Management and Meditation / Mindfulness System training course of study (along with Psyc 203, Psyc 346, and 379).
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three courses in psychology required.

PSYC 375 - COUNSELING AND CLINICAL INTERVENTIONS
This class addresses basic clinical skills used by professionals in the helping professions. We will review relevant theory, research, and best practices that will help you learn how to (a) empathically listen to clients’ concerns, (b) assess client’s challenges, and (c) describe and implement a range of basic interventions to ameliorate clients’ presenting problems. Specific clinical skills will be discussed, applied, and practiced throughout the semester at an appropriate level for undergraduates.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three courses in psychology required.

PSYC 379 - RELAXATION SCRIPTS/WORKSHOPS
Advanced training in teaching relaxation, meditation, and mindfulness to others. Making individualized relaxation recordings, assessing relaxation skills, conducting stress and relaxation workshops, evaluating programs. Advanced theory and research. Focus on student presentations and reports. Not a substitute for personal relaxation training, personal stress management, counseling, or psychotherapy. Required part of the Comprehensive Stress Management and Meditation / Mindfulness System training course of study (along with Psyc 203, Psyc 346, and 373).
Credits: 1
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three psychology courses required. Class place and time TBA, Should be taken with PSYC 373.

PSYC 381 - CHILDREN AND FAMILIES
Review of theory and research regarding normal and abnormal child development, parenting, and couples/family functioning. This course features a skill building approach to learn effective family relationship techniques as well as the opportunity to apply these through community service.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 9SH in PSYC. Requires 20 hours of community service with children. Course will count as elective for concentration in, Child Family Studies.

PSYC 382 - PSYCHOLOGY SEMINAR
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields or have addressed psychological perspectives on social problems. Psychological principles and theories will be applied to such areas for greater understanding and awareness. Please click the red CRN for a more detailed description of this course.
Credits: 1-3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three courses in psychology required.

PSYC 383 - SEMINAR: CONTROVERSIAL ISSUES
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields or have addressed psychological perspectives on social problems. Psychological principles and theories will be applied to such areas for greater understanding and awareness. Please click the red CRN for a more detailed description of this course.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year

PSYC 384 - SPECIAL TOPICS
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields such as opera, movies, and literature. Psychological principles and theories will be applied to such areas of popular culture for greater understanding and awareness. Please click the red crn for a more detailed description of this course.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year

PSYC 386 - TOPIC: SEMINAR
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields or have addressed psychological perspectives on social problems. Psychological principles and theories will be applied to such areas for greater understanding and awareness. Please click the red CRN for a more detailed description of this course.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three Psychology courses required.
PSYC 387 - SEMINAR
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields or have addressed psychological perspectives on social problems. Psychological principles and theories will be applied to such areas for greater understanding and awareness. Please click the red CRN for a more detailed description of this course.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 3 courses in psychology.

PSYC 388 - MOVIES & MENTAL ILLNESS
This course explores aspects of psychopathology and the human condition through the medium of film, including but not necessarily limited to psychological disorders such as mood disorders, anxiety disorders, psychotic disorders, and personality disorders. The introduction of film into the study of psychopathology provides the opportunity to humanize persons struggling with various psychological disorders. Film will also provide an opportunity to explore popular perceptions of treating professionals and treatments.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three courses in psychology required.

PSYC 391 - ADVANCED FORENSIC PSYCHOLOGY
Advanced topical seminar in forensic psychology. This class may address issues such as the role of clinical psychologists 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.
Credits: 3
Attributes: Social Science
Course Notes: Psychology courses required.

PSYC 392 - CHILDREN, PSYCHOLOGY, & LAW
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.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Three Psychology courses required.

PSYC 393 - INTERNSHIP IN PSYCHOLOGY
Students participate in a community internship for a total of 150 hours during the semester. Volunteer service must occur in an organized setting (e.g., social service agency, after school program). Students complete written assignments to connect site experiences with topics in psychology. Sites must be approved by the course instructor and course enrollment must be completed in advance of semester.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: Passing the appropriate departmental placement test within the previous year

PSYC 395 - INDEPENDENT STUDY
Advanced topics in psychology; applied or career-based topics; research under faculty supervision; or paraprofessional practicum. Recent topics have included applied psychology in nursing homes, behavior modification techniques of animal training, and psychology of Arab-Americans.
Credits: 1-4
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 9 SH in PSYC and consent of instructor and School Director.

PSYC 396 - PSYCHOLOGY OF MENTORSHIP
Peer mentorship is a venue that improves esteem, academic accomplishment, retention, and healthy living. This course provides the opportunity to mentor a new Roosevelt student, an at-risk student, or one who has struggled with some aspect of student life. Mentors will take part in weekly group support, discussion time, and targeted lessons in relevant clinical skills. It’s designed for individuals who have a strong desire to assist others in problem solving and improving academic performance. Previous personal struggle, mentorship, work with education, or helping marginalized people is desirable. 3.25 GPA or higher or instructor’s permission required; 20 hours of community service learning outside the classroom required.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Psychology majors only; GPA of 3.25 or higher required, or instructor consent.

PSYC 398 - FIELD PLACEMENT WITH CHILDREN
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 an organized setting, such as a day care center, after school or YWCA/YMCA program, elementary school classroom, or pediatric health care setting. Sites must be approved by the course instructor.
Credits: 3
Attributes: Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Enrollment in the Child Family Studies concentration, required, Instructor consent required, email smeyers@roosevelt.edu., Course requires 72 hours of community service.

PSYC 399 - DIRECTED RESEARCH
Active involvement in the research program of a psychology department member. Variable credit (1-3 semester hours) per semester. Repeated registrations allowed up to a total of 6 semester hours, but a maximum of 3 semester hours can be applied to the psychology major. Graded A to F.
Credits: 1-3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Prerequisites: three psychology courses;, application and instructor approval required., Course can be repeated for 6 semester hours maximum with 3, semester hours maximum applied to psychology major.
PSYC 399A - DIRECTED RESEARCH
Active involvement in the research program of a psychology department member. Variable credit (1-3 semester hours) per semester. Repeated registrations allowed up to a total of 3 semester hours of elective credit only. Graded A to F.
Credits: 1-3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Prerequisites: three psychology courses; application and instructor approval required. Course can be repeated for 3 semester hours maximum, of elective credit.
PUBLIC ADMINISTRATION (PADM)

PADM 308 - TOPICS IN POLICY MAKING
Content varies. Click on RED highlighted CRN on course finder to read the description for the specific term.
Credits: 3

PADM 321 - NONPROFIT SECTOR IN U.S.
History and purpose of nonprofit organizations in the U.S. Scope and legal structure of nonprofit sector. Historical, political, economic, and sociological perspective on nonprofit organizations.
Credits: 3
Prerequisites: POS 301
Course Notes: Completion of 60 credit hours and consent of instructor.

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.
Credits: 3
Prerequisites: POS 301
Course Notes: Completion of 60 credit hours and consent of instructor.

PADM 323 - PROGRAM EVALUATION FOR NONPROFIT ORGANIZATIONS
Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, advocacy, and business practices).
Credits: 3
Prerequisites: POS 301
Course Notes: Completion of 60 credit hours and consent of instructor.

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.
Credits: 3
Prerequisites: POS 301
Course Notes: Completion of 60 credit hours or consent of instructor.

PADM 347 - DIVERSITY AND CONFLICT RESOLUTION
Interpersonal relations, the nature of conflict, and methods of conflict transformation with a focus on community building. Mediation, arbitration, role playing, and language exploration.
Credits: 3
Prerequisites: POS 101
Course Notes: and 9 credit hours of Social Science.

PADM 348 - LEADERSHIP IN PUBLIC ADMINISTRATION
Leadership in the public policy process, including models of leadership and public/private partnerships in local governance.
Credits: 3
Prerequisites: POS 101

PADM 351 - INTRODUCTION TO HEALTH SERVICES
This course provides an overview of health care organizations, health care providers and on-going health care issues within the United States and other health care delivery systems. It uses a system framework that ties together the numerous components of these health care systems. An emphasis will be given to the ways in which the differing systems histories affect their responses to change. The class will also focus on ways in which positive changes can be made in order to improve these systems and move them towards quality patient-centered care.
Credits: 3

PADM 353 - MEDICAL ETHICS AND THE LAW
Administrative concerns regarding ethical and legal aspects of the delivery of health services. Extensive use of case studies.
Credits: 3
Course Notes: Completion of 60 credit hours required.

PADM 356 - ECONOMIC ISSUES IN HEALTH SERVICE
Economic analysis of major health care problems. Topics include costs, inequality, and difficulties of access, and cross cultural differentials in health care indices. Economic concepts and tools used to evaluate the hospital, pharmaceutical, and private insurance industries; the impact of technology on health; and the role of values in health care reform. Fulfills the economics requirement for students in the health services, nonprofit management, and administrative studies concentrations.
Credits: 3
Attributes: Social Science

PADM 360 - ISSUES: 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.
Credits: 3
Prerequisites: PADM 300

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.
Credits: 3
Prerequisites: PADM 301
Course Notes: or consent

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.
Credits: 3
Prerequisites: PADM 300

PADM 363 - URBAN POLICY
Policies and policy-making processes of government that shape quality of life in metropolitan areas; relationship between political and market processes; class, gender, racial, and regional consequences of difference policies.
Credits: 3
Prerequisites: PADM 301
PADM 367 - GOVERNING METROPOLITAN AREAS
Regional governance issues in metropolitan areas including delivery of local government services that cross political boundaries.
Credits: 3
Prerequisites: PADM 300

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.
Credits: 3
Prerequisites: PADM 301

PADM 370 - ECONOMICS OF PUBLIC POLICY
Seeking solutions to the problems of the world using basic economic principles and analysis. Exploring market interventions and shaping government actions to make society better off. Discussions, lectures, films, the Internet, and debates are utilized. Ideas of political candidates and policy pundits are examined. Topics can include Universal Health Care, Affordable Housing, Global Poverty, Pollution Control, Crime, Minimum Wage, the Maxwell Street Market, China, Alternatives Indicators, and Slavery.
Credits: 3

PADM 371 - ISSUES IN DEVELOPMENT & ADMINISTRATION PUBLIC POLICY
Interaction of policy making and implementation. Study of selected issues in public policy. Impact of politics on administration.
Credits: 3
Prerequisites: POS 101

PADM 375 - PROBLEMS IN PUBLIC ADMINISTRATION
Major problem areas in public administration including ethical considerations and political aspects of policy implementation.
Credits: 3
Prerequisites: POS 101
Course Notes: or consent of instructor.

PADM 395 - INDEPENDENT STUDY
Credits: 1-6
Course Notes: Consent
REES 201 - BUILDING CHICAGO: COMMERCIAL REAL ESTATE & URBAN CORE
This course focuses on commercial real estate, the built environment that defines Chicago's urban core. The growth and transformation of the urban core over the last century is viewed in relationship to public policy and private and public investment. We examine diverse topics (e.g., Millennium Park, Block 37, Marina City to Museum Park, Sears to CME, Sullivan to Gang, air rights, TIF districts) that illustrate the history, planning, politics, design, finance, construction and impact of Chicago commercial real estate development. The class will have guest speakers actively involved in Chicago commercial real estate. Students will tour Chicago commercial real estate virtually and by land and river.
Credits: 3
Attributes: Honors Program
Course Notes: Honors Enrollment Only.

REES 351 - INTRODUCTION TO REAL ESTATE FINANCE
This introductory class reviews everyday finance from a real estate perspective analyzing simple mortgage calculations to financial statement analysis of small scale projects. The course reviews the differences between residential and commercial financing, secondary mortgage markets and real estate portfolios.
Credits: 3

REES 398 - INTRODUCTION TO REAL ESTATE MARKET ANALYSIS
Introductory class in real estate, exposing students to basic concepts of assessing real estate market conditions for residential and commercial real estate properties. The students will have the opportunity to learn to conduct market analysis through a mixture of theory, practice and site visits on actual projects.
Credits: 3

REES 399 - SPECIAL TOPIC REAL ESTATE
Topics of interest to faculty and students on important issues in real estate. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 3
SOCIAL ENTREPRENEURSHIP (SENT)

SENT 305 - SOCIAL ENTREPRENEURSHIP I: CREATING THE VISION
This course is for students who will found or lead businesses that also have a social mission, or will advise or work with social entrepreneurs, as they seek to jointly create social and business value. It is the goal of this course to prepare students to lead companies that have embedded social missions and to engage various stakeholders that are at the nexus of business and social value.
Credits: 3

SENT 306 - SOCIAL ENTREPRENEURSHIP II: IMPLEMENTATION
In Social Entrepreneurship II, we actually become social entrepreneurs by studying the everyday structural, legal and financial challenges associated with launching a business enterprise in its efforts to create social impact. Students will take their business model from Social Entrepreneurship I, and further develop it by performing additional market research, prototyping and practicing continuous investor initiatives. Students will work through issues of market analysis, technology viability assessment, competitive positioning, team building, product life cycle planning, marketing strategy and financing, with a major emphasis on learning how to attract investment capital.
Credits: 3
Prerequisites: SENT 305 or MGMT 305

SENT 307 - BUSINESS PLANNING AND STRATEGIC NEW VENTURES
Applied course in entrepreneurship. Selection and evaluation of a specific business concept; research into industry trends, competition, and the target market; marketing strategies. The completed business plan is presented in written and oral forms.
Credits: 3
Prerequisites: MKTG 302
Course Notes: SENT 307 is only open to undergraduate Social, Entrepreneurship majors.

SENT 398 - PROFESSIONAL SOCIAL ENTREPRENEURSHIP INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to undergraduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent is, required by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu.
SOCIAL JUSTICE STUDIES (SOCJ)

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.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ENG 102

SOCJ 208 - INTRODUCTION TO WORKING CLASS STUDIES
Americans generally don't like to talk or think about social class, and until quite recently we've been especially allergic to "working class" as a term or label. In the 2008 presidential election, the term "working class" was used quite a lot, but usually only to refer only to white men in blue-collar jobs (who were assumed to be good at bowling!), rather than to the multiracial, mixed gendered, diverse occupations of the 21st Century American working class. Working-Class Studies is an emerging academic field that attempts to address this situation, in academic research and teaching and in our public discourse. This course will introduce Roosevelt students to this emerging field by focusing on a handful of issues in the social sciences of economics, political science and sociology (with only fleeting reference to work in the arts, humanities, and history), and then asking students to decide for themselves on the relevance of studying the working class in the ways presented.
Credits: 3
Attributes: Social Science

SOCJ 211 - LABOR AND THE LAW
The spirit and impact of social policy on employment and labor relations. A hard-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.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ECON 102

SOCJ 214 - ECONOMICS OF GLOBALIZATION
Globalization and global economic crises have become household words, yet what do they really mean, who benefits, and who loses? This interdisciplinary course examines the phenomenon of globalization using economic, sociological, and feminist analyses to explore controversial themes of the globalization debate, some of which include: offshoring, economic development, international migration, sweatshops, transnational corporations, the Global South, and gender equity. We will examine both the benefits and costs that have resulted from the opening and crossing of international boundaries and borders and examine how these changes have impacted people from both rich and poor countries throughout the world.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Justice Studies, Social Science
Prerequisites: ECON 101

SOCJ 255 - CITY & 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.
Credits: 4-6
Prerequisites: ENG 102
Course Notes: UWR

SOCJ 290 - WHAT IS SOCIAL JUSTICE?
What is "social justice"? This course is an historically-based and interdisciplinary introduction to alternative conceptions of social justice. Students will read selections from foundational texts, both ancient and modern. Regular writing assignments and intensive classroom discussions will help to build analytical skill sets in a variety of disciplines, from economics to political philosophy.
Credits: 3
Attributes: Honors Program, Social Justice Studies
Course Notes: Enrollment in RU Honors Program required.

SOCJ 295 - INDEPENDENT STUDY 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.
Credits: 3
Attributes: Social Science

SOCJ 306 - ACTION, ADVOCACY & RESISTANCE
Historical and/or contemporary models of feminist critique and action with attention to intersections of gender, sexuality, race, ethnicity, class, culture, nationality, and ability. Focus on debates and differences in theorizing social and political transformation, challenging institutions and practices, and supporting individual and collective agency.
Credits: 3
Attributes: Social Justice Studies, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: Enrollment in RU Honors Program required.

SOCJ 326 - THEORIES OF SOCIAL JUSTICE
The course will explore some fundamental questions about economic justice in a dialogical and interdisciplinary context. Student will read selections from classic texts (Aristotle to Walzer) as well as journal articles by contemporary theorists. The idea and self reliance will be central to our inquiry.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ECON 102 or SOCJ 201 or ECON 201 or POS 200

SOCJ 360 - INTERNSHIP IN SOCIAL JUSTICE STUDIES
Internship in Social Justice.
Credits: 3
Attributes: Social Science, Transformational Service Learning
SOCJ 380 - SPECIAL TOPICS IN SOCIAL JUSTICE STUDIES
This intensive two-week course explores ideas about justice. Class meetings will contextualize assigned readings. Students additionally spend a day with each of three other scholar-activists from across disciplines and complete three days of transformational learning at an organization working in one of the focus areas. In addition, students will begin the course by attending and participating in the May 2009 Labor and Working Class History Association (LAWCHA) Conference. The conference theme, "Race, Labor and the City: Crises Old and New," will also represent this year's social justice focus of the Institute. Through this dialectic of theory and practice, students will learn to develop their own principles and practical approaches to social justice
Credits: 3
Attributes: Social Justice Studies, Social Science
Course Notes: 9 hours social science credits with C- or better

SOCJ 390 - SENIOR THESIS
Credits: 3
Attributes: Social Science

SOCJ 395 - INTERNSHIP
Credits: 3-6
Attributes: Social Science
Course Notes: Inst. consent

SOCJ 398 - SOCIAL JUSTICE INTERNSHIP
Credits: 3
Attributes: Social Science
Course Notes: Consent of instructor.
SOCIOLOGY (SOC)

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.
Credits: 3
Attributes: Social Science

SOC 110 - INTRODUCTION TO POLICY STUDIES
This introductory course offers an understanding of common policy areas and the analytical tools needed to understand policy issues commonly discussed in the public arena. Readings center on exploring definitions, media portrayals, and the politics of public policy. Class discussions will focus on exploring how public policy shapes the sociopolitical landscape and offers the legal framework for aspects of public/private life. Understanding policy is a broad endeavor, yet includes considerations of cultural norms, political power struggles and legal frameworks.
Credits: 3
Attributes: Social Science

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.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: SOC 101
Course Notes: Sophomore standing or above.

SOC 211 - CONTEMPORARY GLOBAL ISSUES
Contemporary global issues from a sociological perspective. Topics may include institutional problems of non western societies and issues related to class, race, gender, sexuality, disability, environmental destruction, and inequality.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: SOC 101
Course Notes: Fulfills SOC 210 requirement. Sophomore standing.

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.
Credits: 3
Attributes: Social Justice Studies, Social Science

SOC 214 - SUMMER IN THE CITY
Students in this class will explore the city of Chicago. We will examine a wide array of dimensions that compose the city: downtown development, urban sustainability and green development, segregation, ethnic enclaves, gentrification, public housing, public transportation, public schools, community organizations and tourist spectacles. Each topic will be paired with a site visit or field trip – where the class will go to a specific place in Chicago that best exemplifies the topic under examination and discuss what we see. Students should take away an in-depth understanding of the social forces that shape everyday life in Chicago as well as an intimate understanding of the city as a lived experience.
Credits: 3
Attributes: Social Science

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.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: SOC 101

SOC 216 - POVERTY, INEQUALITY, & PUBLIC HEALTH
Despite the world's highest per capita expenditure for health care, the U.S. public health care system, which includes all organized public and private measures to prevent disease and illness, to promote health, and to prolong life, remains under-resourced. This class explores the main functions of the public health care system and uses a social epidemiological and structural lens to analyze the intersections between poverty, inequality, and disease and illness. Core themes will vary by semester but may include: disparities of access, availability, accountability, acceptability, and affordability of health care services; effects of socio-demographics and social location (e.g., class, race, gender, age, disability, geography); consequences of industrial food production and techno-food consumption; acute and chronic diseases and disabilities associated with environmental and workplace causation; infant and maternal mortality and morbidity; and violence in communities and society.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: ENG 102
Course Notes: Service hours in the community required for this course. Options include: direct service or indirect service/advocacy, work.

SOC 221 - HEALTH & SOCIETY
This course examines ideas about health and disease in cultural context, including challenging the Western view that medicine is "culture free." Other topics include: differences among disease, illness, and sickness; the politics of food; the mind-body divide (or lack thereof); the influence of class, gender, race, and other sociocultural factors on health and disease, within cultures and throughout history; culture-specific creation of health and medical syncretism; population-specific health issues; and using social science knowledge to solve contemporary and emerging health problems.
Credits: 3
Attributes: Social Science

SOC 222 - AMERICAN IMMIGRATION & HEALTH
Discourse on American immigration is dominated by economic cause and effect and the persistent myth of the US as a cultural melting pot. For many groups, however, the immigration experience results in insults to individual and group identity, often with profound consequences for physiological, mental, and social health. In this course, we will explore the history of health and US immigration through topics such as biological racialization and health status as a criterion for exclusion of immigrants; we will also explore contemporary immigration stories with a focus on health and the embodied experience. Topics will include the health consequences of dismantled family and kin networks, the culturally specific nature of mental health and its implications for immigrant participation in American society, the medicalization of cultural matters, immigration and the socioeconomic gradient, and the implications of culturally different explanatory models for delivery of healthcare and shaping healthcare policies.
Credits: 3
Attributes: Social Science

SOC 223 - ENVIRONMENT, INEQUALITY, & HEALTH
This course examines ideas about the environment and disease in cultural context, including the scientific creation of an "environmental" view of medicine and the political and social purposes and effects of the "environmental movement." Other topics include: differences among disease, illness, and sickness; the politics of food; the mind-body divide (or lack thereof); the influence of class, gender, race, and other sociocultural factors on health and disease, within cultures and throughout history; culture-specific creation of environmental health and medical syncretism; population-specific health issues; and using social science knowledge to solve contemporary and emerging health problems.
Credits: 3
Attributes: Social Science
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. (3)
Credits: 3
Attributes: Social Science

SOC 224 - THE SOCIOLOGY OF AFRICAN AMERICAN SOCIETY
This course explores the experience of African Americans in America from slavery to the present. Attention is given to 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. The course offers a better understanding of how the lives of Black Americans are affected every day by the American social structure.
Credits: 3
Attributes: Non-western Culture, Social Science

SOC 225 - MCDONALDIZATION OF SOCIETY
George Ritzer's McDonaldization thesis holds that the world is increasingly organized around principles of efficiency, calculability, predictability, and control through nonhuman technology. Although in many ways a restatement of Max Weber's classic analysis of bureaucracy, Ritzer's thesis has been extended in very original ways by others into the analysis of chain stores, restaurants, theme parks, sex work, the operation of police, courts and prisons, and universities. This course will be focused on the McDonaldization thesis, its extensions and its critics.
Credits: 3
Attributes: Social Science

SOC 230 - SOCIAL DEVIANCE
Review of traditional and critical theories of crime and deviance. Perspective examined include functionalism, social disorganization, anomie, differential association, labeling, and critical theory.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101

SOC 232 - URBAN YOUTH IN A CULTURE OF VIOLENCE
This course centers insights from cultural sociology to examine the causes and consequences of violence among youth in urban settings. We will seek to understand how youth interpret their material and ideal environments so that we may approach prevention and intervention strategies by meeting youth "where they are", rather than imposing solutions that might not take into account how young people make sense of themselves and the social world. We will focus on some key works in urban ethnography. And we will conduct research on local violence prevention and intervention organizations and programs to assess how cultural sociology can be useful to their work.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101

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.
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science

SOC 260 - SOCIETY AND THE INDIVIDUAL
This course explores the relationship between society and the individual self, particularly how in the ebb and flow of everyday life, we both consciously and unconsciously, make and remake both social structures and ourselves through social interaction. Our goal is to gain a better understanding of when we are acting as social agents, conscious of our motives and ability to create social change, and when social structures are acting upon us via socialization, social expectation, norms, sanctions, stereotypes, etc. to reinforce the existing social order. Topics include social perception; social influence and persuasion; institutionalized classism, racism, sexism, ageism, and ableism; intimacy and close relationships, emotions and emotion management; and pro-social behavior.
Credits: 3
Attributes: Social Science
SOC 307 - CITIES AT WAR
This course provides study abroad opportunity in order to explore themes such as urbanization and the increasing lethality and indiscriminate nature of war. This course will also cover the extent to which globalization and global war have irrevocably affected the development of the modern city as we know it in Chicago and all modern cities. 200701
Credits: 3
Attributes: Social Science

SOC 308 - QUALITATIVE METHODS
In depth introduction to forms of qualitative research. Focus on field research, interviews, oral histories, and participant observation. Additional focus on content analysis and internet research.
Credits: 3
Attributes: Social Science

SOC 310 - WOMEN, WORK & THE FAMILY
Prerequisites: SOC 101
Course Notes: 9 semester hours in SOC or instructor consent
Attributes: Social Science

SOC 311 - CULTURE & 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.
Credits: 3
Attributes: Hispanic Studies, Non-western Culture, Social Science
Prerequisites: SOC 101
Course Notes: or instr. consent

SOC 312 - GLOBALIZATION, SOCIETY, & 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 economics 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. (3)
Credits: 3
Attributes: International Studies, Non-western Culture, Social Science
Prerequisites: ANTH 240 or SOC 241
Course Notes: Required prereq or 6 sem hrs in SOC.

SOC 317 - RACE & THE CITY
Course examines how urban space takes on racialized meanings, how race serves as an organizing principle within cities, and the relationship between race, place, and power. Topics include: politics of Chicago neighborhoods, race in a post-civil rights era, functions of housing markets and other institutions in protecting privilege and power. Finally, using race as an analytical tool, we explore how the city is experienced and imagined differently when using race as our lens.
Credits: 3
Attributes: Non-western Culture, Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year

SOC 318 - SOCIAL CHANGE
Since the 1970s a new form of 'neoliberal' capitalism has emerged. Neoliberalism rode in on attacks against 'big government' and 'special interests', accompanied by promises of economic growth and greater efficiency. In practice, neoliberalism has failed to deliver on these promises. Everywhere it has been implemented, neoliberalism has produced mounting inequality and increasing insecurity for the vast majority. Rather than reducing the size of government, neoliberalism has shifted the weight of government from social programs benefitting poor and working people to massive subsidies for the wealthy, the military-industrial complex, and the prison-industrial complex. This course examines the rise of neoliberalism, its contradictions, and its current crisis. In response to the constant refrain that 'there is no alternative', the course also explores alternatives to neoliberalism in the form of economic democracy and worker self-managed enterprises.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: Sophomore standing or above.

SOC 319 - LATINO URBAN EXPERIENCE
This course focuses on the contemporary urban experience of Latinos, particularly the contributions they make to U.S. society and the challenges they face. Topics include the impact of globalization on immigration and labor markets, gentrification of Latino neighborhoods, the rise of the Latino middle-class, and immigration policy, etc.
Credits: 3
Attributes: Hispanic Studies, International Studies, Non-western Culture, Social Justice Studies, Social Science
Prerequisites: SOC 101

SOC 320 - THE 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.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: SOC 101
SOC 321 - EDUCATION AND GENDER
Course explores multiple and complex relationships of gender and education, in both the US and in Third World communities. Topics include; feminist theory and pedagogies; historical perspectives on educating women; controversies and contested theories about gender and education; systems of representation that serve both to emancipate and subordinate women; stratification in schools; and ways to empower ourselves and our students through education.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: or instructor consent

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.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101
Course Notes: or instructor consent

SOC 323 - GENDER IN CROSS-CULTURAL PERSPECTIVES
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.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: ANTH 240 or SOC 241

SOC 324 - BLACK & WHITE RACIAL IDENTITY
Racial identity in the construction of one's sense of self, belonging, and intergroup relations; interdisciplinary approach to understanding the nature of "blackness" and "whiteness"; how identities structure relationships with others and ourselves.
Credits: 3
Attributes: Non-western Culture, Social Justice Studies, Social Science
Prerequisites: SOC 101
Course Notes: Plus 3 hours of SOC or instructor's consent

SOC 325 - EDUCATION AND SOCIETY
Social factors involved in educational processes within US society. The interaction of educational institutions with various cultural, economic, and social factors.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: SOC 101

SOC 326 - RACE, GENDER & THE MASS MEDIA
Relationship between U.S. media and social construction of race and gender; media's role in perpetuating/challenging gender and racial stereotypes; perceptions and reaction to representations; critical consumption of media images/messages pertaining to disenfranchised groups.
Credits: 3
Attributes: Non-western Culture, Social Science, Women Gender Studies
Prerequisites: SOC 101

SOC 327 - RACE & 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.
Credits: 3
Attributes: Non-western Culture, Social Justice Studies, Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year

SOC 329 - WHITENESS IN A GLOBAL SOCIETY
Course addresses the history, economics, politics and social construction of whiteness. Specific focus on three white deep-settler countries (countries that whites colonized, controlled, and stayed for generations): U.S., Australia and South Africa. These three countries share many similarities and by examining the differences we can develop a sophisticated understanding of the (re)production of white privilege, white power and the continuation of white supremacy world-wide.
Credits: 3
Attributes: International Studies, Social Science, Travel Based Study
Prerequisites: SOC 101
Course Notes: Sophomore standing or above.

SOC 330 - SOCIOLOGY OF MENTAL HEALTH AND 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.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: or instructor consent

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.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: Sophomore standing or above.

SOC 337 - URBAN GENTRIFICATION
The political, economic, and cultural forces that are remaking working-class residential neighborhoods and commercial areas into places for higher-income newcomers from the professional middle class.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101 or SOC 245
SOC 339 - SOCIOLOGY OF DEATH, DYING & LOSS
This interdisciplinary course interrogates the social, cultural, psychological, medical, ethical, philosophical, and spiritual issues that surround and possibly give meaning to the experiences of dying, death, loss, mourning, and living on after the death of significant people in our lives. Visual materials and methods (film, websites, videography, and photography) are combined with traditional materials methods of analysis (reading, class discussion, and class reports) to explore various themes including: the death system; societal responses to death, including those that are untimely, violent or preventable; end-of-life illnesses including Alzheimer's, dementia, heart disease, and cancer; caring for the dying and the filial crisis; burial and memorializing rituals; assisted death, right-to-die, euthanasia, and the social causes and impact of ending one’s own life by suicide; and the ideas of immortality and transcendence.
Credits: 3
Attributes: Social Science

SOC 340 - GENDER AND SOCIETY
The social construction of gender definitions; focus on how gender roles in the family, media, and workplace are constructed.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: Passing the appropriate departmental placement test within the previous year SOC 101
Course Notes: Plus 3 hours of SOC or instructor consent; Available for, graduate credit.

SOC 341 - GLOBAL CHICAGO
Course explores the various forces shaping Chicago in the era of globalization and what this entails for the built environment, social policy and people's everyday experience of the city. Central themes include: changes in urban economic development and labor markets, global city building, urban development and gentrification, public and affordable housing policies, new strategies of policing and surveillance, green practices and environmental policy, immigration, and challenges confronting the education system.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101
Course Notes: Plus 3 hours of SOC or consent of instructor.

SOC 342 - GLOBAL RACE
Course centers on the origins, discourse and outcomes of racialization processes on a global level. Students learn the specific processes of racialization by researching at least one non-North American country. Racialization will be understood at the intersection of gender, sexuality, citizenship, class and religion. Course has five sections: theorizing race; origins of racializing humanity (from Egyptian slavery to the Enlightenment); modern theories of race (from Eugenics to racial formation theory); colonization and slavery (development of racialized capitalism); and Europeans and the development of whiteness.
Credits: 3
Attributes: International Studies, Social Science
Prerequisites: SOC 101

SOC 343 - GENDER BASED VIOLENCE
Course examines the myriad of root causes of gender-based violence, nationally and internationally. Topics include the gendered nature of violence in US social institutions such as education, the economy, and the health care system, and in Third World contexts including cultural traditions and war. This course also focuses on the social constructions of masculinity and how far from being solely a "women's issue," it will examine how violence that targets women and girls threatens the healthy development of all human beings.
Credits: 3
Attributes: Social Science

SOC 344 - SOCIOLOGY OF GLOBALIZATION
Course explores the ways in which global economic, political and cultural forms operating at local, national, regional and global levels are transforming social life. Course examines: changing role of the nation-state, restructuring of global labor markets, economic development, media/cultural forms, and immigration and transnational identities. Course also focuses on social actors involved in shaping globalization including corporations, transnational political and financial organizations, non-governmental organizations and grassroots social justice movements. Study of actors resisting neoliberalism and top-down, while suggesting an alternative conception of globalization grounded in indigenous, gender, labor and environmental social justice, with a special focus on Latin America.
Credits: 3
Attributes: International Studies, Social Justice Studies, Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: Sophomore standing or above

SOC 346 - COMMUNITY ORGANIZING
Examination of community organizing theories and approaches. Focuses on cases studies and hands on experience.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101 or Passing the appropriate departmental placement test within the previous year
Course Notes: or instructor consent. 3 SH in social science.

SOC 350 - SOCIOLOGY OF CULTURE
Theory and method in the sociology of culture; topics may include high culture and popular culture, modernism and postmodernism, the politics of mass media, and the role of religion in contemporary societies.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: or instructor consent

SOC 351 - PRISON INDUSTRIAL COMPLEX
This course will examine the growth of mass incarceration in the United States since 1980. The factors behind the rapid growth of the prison system, such as the War on Drugs, will be examined, along with the role of powerful private sector interests that are heavily invested in the growth of the prison system.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101
SOC 353 - SOCIOLOGY OF HEALTH, ILLNESS, & MEDICINE
Comparative perspective on the organization and delivery of health care; topics include the meaning of illness; social epidemiology and disease causation; mortality and morbidity; incidence and prevalence of acute and chronic illnesses and diseases; medicalization of everyday life events and illnesses; alternatives to allopathic & Western medicine; medical education and the transformation of medicine into a profession with unparalleled power and authority; and health disparities associated with class, race, gender, age and disabilities.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: SOC 101
Course Notes: or instructor consent

SOC 354 - GENDER, POWER, & THE BODY
Interrogates the social and cultural significance of the body and the relationship of embodiment to self-identity, empowerment, and oppression. Materialist, social constructionist, and post-modernist critiques of social and political efforts to discipline the body, as well as resistance to these efforts are explored. Core themes will vary by semester but may include: intimate partner violence, reproductive liberty, biopolitics, sexuality, postcolonial feminism, otherness, and feminist epistemology.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101

SOC 355 - URBAN INEQUALITY AND SOCIAL JUSTICE
The ways in which cities are produced not only structure the built environment, but they also shape opportunity and access to resources. With this conceptualization of urbanization as our starting point, this class will focus on housing as a key urban form expressing social power relations. Topics include, but are not limited to: gentrification, homelessness and social disorder politics, senior citizen housing, the housing needs of single mothers, urban education and the rise of charter schools, and policing and surveillance of neighborhoods.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year

SOC 356 - SOCIAL JUSTICE INSTITUTE
This course offers students the unprecedented opportunity to explore ideas about justice with a variety of scholars and activists. Students will investigate contemporary issues of social justice in both theory and practice. The course is a participatory, discussion-based class that will entail active involvement.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: 9 sh in humanities or social science or consent of, instructor.

SOC 357 - SPECIAL TOPICS IN SOCIAL JUSTICE
Exploration of a social justice issues(s) from a sociological perspective. Course content varies but recent topics have included: Restorative Justice and Urban Inequality and Social Justice. Click red highlighted number on course schedule for description details.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: SOC 101

SOC 359 - SEMINAR: SELECT TOPICS IN SOCIOLOGY
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: Plus 3 hours of Soc or consent of instructor.

SOC 360 - THE BODY
This seminar interrogates the social and cultural significance of the body and the relationship of embodiment to self-identity, empowerment, and oppression. Materialist, social constructionist, and post-modernist critiques of social, political, medical, and religious efforts to discipline the body, as well as resistance to these efforts are explored. Core themes will vary by semester but may include: patriarchy, power, difference, heteronormativity, gendered and racialized identities, contraception, abortion, infertility, kinship and relatedness, assisted, and third party reproduction, reproductive justice, medical evangelism, intimate partner violence, sexualities, postcolonial feminism, and feminist epistemology.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: Sophomore standing or above.

SOC 361 - IMMIGRATION PATTERNS & POLICIES
Course provides insight into current debates about immigration, by situating contemporary migratory processes within broader historic and political economic contexts. Focus is on how immigration patterns, policies that aim to control immigration, and discourses about immigrants relate to economic demands, notions of nation and citizenship, and social organization and cultural values prevalent among migrants and in U.S. society. Course materials will focus on Mexico-U.S. migration, though other cases will also be considered.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101
Course Notes: Plus 3 hours of Soc or consent of instructor.

SOC 367 - SOCIAL MOVEMENTS
Central analytical problems in the study of social movements; dynamics and significance of social movements in contemporary US politics and society.
Credits: 3
Attributes: Social Justice Studies, Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: with a minimum grad of a C.

SOC 381 - SPECIAL TOPIC
Topics vary by semester and faculty’s expertise. Click the red CRN for more information.
Credits: 3
Attributes: Social Science
Prerequisites: SOC 101 and Passing the appropriate departmental placement test within the previous year
Course Notes: 3 sh in Sociology or consent of instructor.

SOC 389 - SEMINAR: SELECT TOPICS IN SOCIOLOGY
Credits: 3
Attributes: Social Science

SOC 390 - THESIS
By arrangement with faculty.

SOC 391 - THESIS
By arrangement with faculty.
SOC 394 - INTERNSHIP
Internship with a local organization involving sociological study. An internship requires working the equivalent of 8 hours/week (10 hours summer) for a total of at least 120 hours at the site of the selected organization. Students will meet the internship requirements of the department (e.g., journal, final paper). Offered in conjunction with faculty advisor, by faculty consent, and requires an advanced signed contract.
Credits: 3
Attributes: Social Science
Course Notes: Consent from Sociology Faculty.

SOC 395 - INDEPENDENT STUDY
Topics should not be part of regular curriculum. Student should demonstrate significant interest in and preparation for topic selected.
Credits: 1-4
Attributes: Social Science
Course Notes: or instructor consent

SOC 397 - URBAN POLICY ISSUES
Theoretical approach to urban issues. Local communities and community organizations; crime and delinquency; segregation; and poverty.
Credits: 3
Prerequisites: SOC 101
Course Notes: or instructor consent
SPANISH (SPAN)

SPAN 101 - BEGINNING SPANISH I
Mastery of basic language skills of listening, speaking, reading, and writing. For beginners.
Credits: 3
Attributes: Hispanic Studies, Humanities
Course Notes: Counts for HispStud minor.

SPAN 102 - BEGINNING SPANISH II
Continuation of Span 101.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 101
Course Notes: or equiv., Counts for HispStud minor.

SPAN 201 - INTERMEDIATE SPANISH I
Review of essentials of grammar and continuing practice of basic skills of listening, speaking, reading, and writing. Taught in Spanish.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 102
Course Notes: or equiv.

SPAN 202 - INTERMEDIATE SPANISH II
Continuation of 201.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 201
Course Notes: or equiv., Counts for HispStud minor.

SPAN 215 - CONVERSACION INTERMEDIATE
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 202

SPAN 225 - SPANISH LANGUAGE AND CULTURE IN MEXICO
A two-week intensive language course taught in Cuernavaca, Mexico. Open to students at all levels of proficiency in Spanish.
Credits: 3
Attributes: Hispanic Studies, Humanities
Course Notes: This course requires travel to Mexico. Contact department, for information regarding travel and lodging expenses.

SPAN 252 - IMMIGRATION TODAY
How can we make effective interventions, individually and collectively, in the national debate over immigration? Through cultural and critical readings, including texts by Latina writer, Gloria Anzaldúa, Polish-American writer, Eva Hoffman, and Chinese-American novelist, Fae Myenne Ng, in this class students will become familiar with the complex and multifaceted nature of immigration. Culture, identity, language, political representation, and economic necessity are just some of the themes that will be touched on over the course of the semester. In addition to a critical understanding, through an ethnographic study (observation, interviews, questionnaires) of one immigrant community in Chicago (to which they may or may not belong), students will become familiar with the immigrant experience in an immediate and specific way. This combination of critical and personal knowledge will enable students to approach this most pressing of social developments in a manner that is both productive and profoundly humane.
Credits: 3
Attributes: Grounds for Change, Hispanic Studies, Humanities
Prerequisites: ENG 102
Course Notes: Can be used toward the Hispanic Studies Minor., Taught in English.

SPAN 301 - WRITING IN SPANISH
The principal objectives of this course are to sharpen your critical thinking and reading skills, and to develop both academic and non-academic writing skills. Course methodology is based on the premise that to learn to write well, one must first learn to read well. You will familiarize yourself with and learn to produce different types of writing, including description, chronological storytelling, reporting, and exposition. We will read a wide variety of texts, ranging from ads, such as those that you see in the personal sections of the web, to avant-garde works. Readings will be taught in cultural context.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301

SPAN 310 - LITERATURA Y CULTURA DE AMERICA LATINA ANTES DE
1888
The literature and culture of Latin America up to Modernism. Pre-Colombian literature, multidisciplinary narratives, poetry from the conquest, colonial period; the literature of the 19th century republics.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Consent. Taught in Spanish.

SPAN 311 - LATIN AMERICAN LITERATURE & CULTURE AFTER 1888
The literature and culture of Latin America from Modernismo to the present day. Works include novels, short stories, essays, and poetry. Authors include Dario, Storni, Mistral, Rulfo, and Garcia Garcia Marquez.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: or consent. Taught in Spanish.
SPAN 312 - STUDIES IN HISPANIC CIVILIZATION & CULTURE
In this course we will read a variety of short texts in Spanish that deal with modern Latin America. Readings will include classic historical essays, political and cultural reflections and manifestos, short fiction and the occasional poem. In addition to learning about Latin America from a variety of different disciplinary perspectives, in this course students become comfortable reading Spanish prose, continue to improve their writing ability in Spanish, as well as their spoken proficiency. Class consists of discussion, group work and the occasional lecture.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Consent of instructor. Counts for HispStud minor.

SPAN 316 - STUDIES IN LITERATURE & CULTURE THEORY
Study of critical theories and their implications for language, literature, and representation.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Taught in Spanish. Consent of instructor.

SPAN 317 - STUDIES IN LITERATURE & CULTURE THEORY
Study of critical theories and their implications for language, literature, and representation.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: or Instr. consent. Taught in English.

SPAN 323 - STUDIES: INTELLECTUAL HISTORY
A review of the intellectual traditions of Spain and Latin America, particularly as they have been influenced by encounter and exchange. Course may cover material from the medieval church, the Renaissance and Enlightenment, the republic and national periods and may also address contemporary trends.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Taught in Spanish. Consent of instructor.

SPAN 331 - STUDIES IN LITERARY GENRES
Detailed historical, textual, and/or theoretical examination of a literary genre, such as poetry, narrative, drama, and essay.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: or consent of instructor.

SPAN 338 - STUDIES IN SINGLE AUTHORS
Detailed study of one writer in his/her cultural context. Courses offered include Rosario Castellaños, César Vallejo, and Arguedas.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: or Instr. consent

SPAN 343 - STUDIES: GENDER & SEXUALITY
Examines gender and sexuality in Hispanic literature and culture. Courses offered include 20th century narrative by women from Latin America and Spain.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: or consent

SPAN 357 - STUDIES IN REGIONAL LITERATURE
A study of Latin American literature that emphasizes regional geography, culture, and politics.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Taught in Spanish. Consent of instructor.

SPAN 363 - TRANSATLANTIC LITERATURE
Examines the intellectual and cultural reciprocity and exchange between Latin America, Europe, and the United States.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Taught in English. Consent

SPAN 367 - STUDIES IN THEME OR MOVEMENT
Intensive study of literary texts that share philosophical concerns, motifs, or historical perspectives. Includes the Avant-Gardes, Modernismo, among others.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Consent of instructor.

SPAN 372 - STUDIES IN FILM
Detailed study of a genre, director, national cinema, or theoretical questions.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: or consent.

SPAN 375 - STUDIES IN MODERNITY
Does literature matter any more? Has the written word lost its power to transform society, relegated to the sidelines by more commercial forms of art? This course traces developments in Latin American literature during the second half of the 20th Century. We address issues of decolonization and modernization and how they operate in literary texts and other cultural artifacts. Readings include works that attempt to define the avant-garde and modernity; literary and theoretical works from the 1960s and 70s, a utopian period in which literature was seen as aesthetically and socially revolutionary; works that represent marginalized subjects and non-hegemonic sexualities; and works of "authentic" Magical Realism and of its more commercialized form. In addition, we will familiarize ourselves with a more dark and dystopic literature, one that questions the politics of anti-colonialism and raises questions of co-optation.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Equivalent or consent.

SPAN 383 - 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.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: or consent of instructor.
SPAN 386 - RACE & 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
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Consent of instructor.

SPAN 391 - ADVANCED COMPOSITION & GRAMMAR
Acquisition and practice of advanced literacy skills.
Credits: 3
Attributes: Hispanic Studies, Humanities
Prerequisites: SPAN 301
Course Notes: Taught in Spanish. Consent of instructor.

SPAN 395 - INDEPENDENT STUDY
Directed study arranged one-on-one by the student in consultation with a faculty member.
Credits: 1-6
Attributes: Hispanic Studies, Humanities
SPCH 101 - PUBLIC SPEAKING
Principles and practices of composition and delivery of speeches for effective communication to diverse audiences.
Credits: 3
Attributes: Humanities

SPCH 201 - PERSUASIVE SPEAKING
Emphasis on construction and delivery of the persuasive speech; principles of audience analysis; sound logical arguments; and effective psychological appeal.
Credits: 3
Attributes: Humanities
Prerequisites: SPCH 101

SPCH 204 - INTERPERSONAL COMMUNICATION
Dynamics of communication between two people or within small groups; understanding self and others; verbal and nonverbal communication; feedback, behavior patterns, and conflict.
Credits: 3
Attributes: Humanities

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.
Credits: 3
Attributes: Humanities
Prerequisites: SPCH 101

SPCH 250 - MASS MEDIA AND ACCULTURATION
Problem-based learning course addressing various modes of acculturation observable between immigrant and/or marginalized populations and host cultures and the influence of mass media in the acculturation context. Students identify problems emergent from acculturation, consider problems relative to social justice concepts and develop problem solution options with emphasis on socially-just outcomes and the role mass media might assume in implementing such solutions.
Credits: 3
Attributes: Grounds for Change, Transformational Service Learning
Prerequisites: ENG 102
Course Notes: or higher.

SPCH 320 - INTRODUCTION TO ORGANIZATIONAL COMMUNICATION
Credits: 3
Attributes: Humanities

SPCH 345 - CROSS-CULTURAL COMMUNICATION
Communication styles and characteristics of various cultural groups. Understanding and recognizing barriers (semantics, nonverbal behavior, stereotypes, and assumed similarities) that affect communication among cultures. Fulfills the non-Western requirement.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture
Prerequisites: ENG 102
Course Notes: Sophomore standing

SPCH 353 - BUSINESS & PROFESSIONAL SPEAKING
Advanced public speaking, interviewing, and presentation techniques adapted to problems and needs of business and other professions.
Credits: 3
Attributes: Humanities
Prerequisites: SPCH 101
Course Notes: Sophomore standing

SPCH 355 - GLOBALIZATION, CULTURE, & MEDIA
This course examines the diverse and richly textured contemporary media landscape and the phenomenon of "global culture." Topics to be covered include: European mediaculture, Spanish-language media, Indian music and "Bollywood," Far-Eastern media, Al-Jazeera and the global news media.
Credits: 3
Attributes: Humanities
Prerequisites: SPCH 101

SPCH 360 - ORGANIZATION COMMUNICATION II
Credits: 3
Attributes: Humanities
Prerequisites: SPCH 320
Course Notes: One additional 200-level communications course is required.

SPCH 380 - INTERVIEWING: THEORY-TECHNIQUE
Interviewing skills suitable for various settings and diverse participants. Employment, appraisal, reprimand, complaint, and persuasive, survey and exit interviews are addressed.
Credits: 3
Attributes: Humanities
Prerequisites: SPCH 101
Course Notes: Sophomore standing

SPCH 392 - SPECIAL TOPICS
Focused course work dealing with a particular communications area of current interest or another emergent topic.
Credits: 3
Attributes: Humanities
Prerequisites: SPCH 101
Course Notes: Sophomore standing

SPCH 395 - INDEPENDENT STUDY
Credits: 1-6
Attributes: Humanities
Course Notes: Consent of Department Head.
STUDY ABROAD (ABRD)

Students participating in study abroad will be registered for one or more of the following placeholder sections to ensure the student remains actively enrolled at Roosevelt University while attending classes at a foreign institution. Once completed, the official transcript from the foreign institution must be submitted to Roosevelt University to officially grant credit for courses taken abroad.

ABRD 00A - STUDY ABROAD EXCHANGE
Credits: 99

ABRD 00B - STUDY ABROAD AFFILIATED
Credits: 1-99
SUSTAINABILITY STUDIES (SUST)

SUST 210 - SUSTAINABLE FUTURE
This course provides an overview of sustainability by exploring definitions, controversies, trends, and case-studies in various systems and locales (urban/rural, local/national/global). Key topics of investigation include critical elements of sustainability, such as environmental history and urban ecology, sustainable development and landscape transformations, recycling/waste management, ecosystem restoration, and environmental justice. Students will develop a critical understanding of sustainability's various definitions; comprehend factors that contribute to and detract from environmental quality, community stability, economic and social equity, and other indicators of sustainability; and learn to identify a set of both qualitative and quantitative standards to assess levels of sustainability in an ecosystem or community. Includes field trips to selected institutions/locations in the Chicago Metropolitan Area that exemplify sustainability principles in action.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 101

SUST 220 - WATER
This course evaluates water quality and water sustainability issues through the analysis of local, regional, and global case studies. Key concepts and themes to be addressed include the science and policy of ensuring a safe water supply; water conservation strategies, particularly in urban areas; wastewater treatment and watershed management; and wetlands ecology, restoration, and management. Students will develop a thorough understanding of the water cycle and its relation to the sustainability of water systems; learn to define, measure, and sample water quality in a variety of contexts using field-based water chemistry sampling techniques; understand and assess the importance of water as an environmental as well as cultural resource; and evaluate contemporary water management and policy issues, particularly those affecting the waterways of the Chicago region as well as the Great Lakes ecosystem. Includes field trips to area locations such as the Chicago River, water and wastewater treatment plants, and natural and/or restored wetlands.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 101

SUST 230 - FOOD
If we are what we eat, understanding the complexities of how our food gets on our tables is vital to our health and environment. This course is an overview of worldwide sustainability issues surrounding food production and consumption. A key issue addressed is the importance of local food production, particularly in urban areas, and the assessment of how locally produced food impacts the long-term sustainability of global food production. Students leave the course with the ability to compare chemical-intensive versus organic agriculture in terms of the ecological and economic impacts of both systems; understand the advantages and challenges of local food production, the "permaculture" movement, and their relation to environmental and economic sustainability; and evaluate the capabilities of urban agriculture for improving and sustaining of economically-distressed communities. Service learning component may include special projects at a local urban farm.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 101

SUST 240 - WASTE
Cleanliness is next to godliness; it also is vital to the daily management of urban systems, lest we be plagued with epidemic disease and unpleasant aesthetics. How society manages sewage, garbage and recycling involves far more than dropping bins off on our curbs and watching the waste magically disappear. This course examines sustainability dilemmas involving waste management (including consideration of the public and private systems developed to address specific waste concerns), and considers consumption trends past and present, as well as future solutions. Students analyze issues of waste policy and management and learn to assess the economic, political, and chemical/environmental impacts of waste stream practices. Incorporates field-based scientific techniques to test levels of wastewater contamination in area waterways and/or the presence of contaminants in soil.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 101

SUST 250 - THE SUSTAINABLE UNIVERSITY
RU's 2015 Strategic Sustainability Plan maps out how the university as a whole can become more sustainable, from academics to operations to community engagement. Student creativity and action are vital to this effort. While learning about campus-based sustainability innovations in the US and abroad, student teams design and complete projects that implement various aspects of RU's plan in a hands-on application of sustainability principles, service learning, and environmental activism.
Credits: 3
Attributes: Grounds for Change, Social Science, Transformational Service Learning
Prerequisites: ENG 102
SUST 102 - ENG 102
Attributes: Natural Science
Credits: 3
Organizations in the Chicago region.
Service learning partnerships with local conservation and restoration
such as field-based plant or animal surveys. Strong potential exists for
with opportunities to learn and apply biodiversity assessment techniques,
estoration, forest preserves, waterways, and/or dunes) provide students
in selected ecosystems in the region (such as prairie or wetlands
evolve. Students will gain a detailed understanding of the importance
understanding the biological and ecological significance of biodiversity,
such as ecosystems, species, genes, ecological interactions, and
evolution. Students will gain a detailed understanding of the importance
of conserving biodiversity to natural systems and human communities;
and will learn the value of open space, parklands, and wildlife refuges
for preserving biodiversity, particularly in urban areas. Field experiences
in selected ecosystems in the region (such as prairie or wetlands
restorations, forest preserves, waterways, and/or dunes) provide students
with opportunities to learn and apply biodiversity assessment techniques,
such as field-based plant or animal surveys. Strong potential exists for
service learning partnerships with local conservation and restoration
organizations in the Chicago region.
Credits: 3
Attributes: Natural Science
Prerequisites: ENG 102
SUST 310 - ENERGY AND CLIMATE CHANGE
In a world experiencing climate change, societies must understand the
consequences of energy consumption and production, and develop new sources of clean, sustainable energy. This course investigates the
environmental implications of energy production and consumption, and
assesses current and future problems in the energy field. Students gain
an understanding of the natural phenomena and scientific principles
that provide the basis of our understanding climate change, such as the carbon cycle and the greenhouse effect, and assess the social and
environmental consequences of energy production and consumption,
whether sustainable or otherwise. Key topics include the relation of
energy production and consumption to climate change; the development of energy distribution systems that shape our present opportunities and challenges; and possible alternatives for future energy development.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 102
SUST 320 - SPRAWL, TRANSPORT, PLANNING
Exploration of the sustainability challenges in the built environment,
particularly the debate over sprawl, suburban and exurban development,
smart growth, commuting patterns, city planning, and the "new urbanism." Key topics include the exploration of transportation systems, ranging from bicycle commuting to highway construction to public transportation networks to intercontinental air travel, and their relationship to sustainable planning, whether at the level of community, city, or region. Students gain an understanding of the political-economic, spatial, and public policy issues relating to sprawl; learn the history, present use, and future prospects of urban planning and its potential to reshape the urban and suburban landscape in positive ways; develop qualitative and quantitative means to evaluate current transportation systems in terms of efficiency, cost, and environmental impact; and develop critical tools and presentation skills in order to proffer alternative transportation initiatives, particularly at the community or regional levels.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 102
SUST 330 - BIODIVERSITY
Development, pollution, agriculture, invasive species, and habitat
destruction have resulted in an alarming loss of species worldwide. This
course explores biodiversity in the context of ecology, conservation,
ecosystem restoration, and regional planning. Students learn about
a variety of natural science concepts and theories relevant to understanding the biological and ecological significance of biodiversity,
such as ecosystems, species, genes, ecological interactions, and
evolution. Students will gain a detailed understanding of the importance
of conserving biodiversity to natural systems and human communities;
and will learn the value of open space, parklands, and wildlife refuges
for preserving biodiversity, particularly in urban areas. Field experiences
in selected ecosystems in the region (such as prairie or wetlands
restorations, forest preserves, waterways, and/or dunes) provide students
with opportunities to learn and apply biodiversity assessment techniques,
such as field-based plant or animal surveys. Strong potential exists for
service learning partnerships with local conservation and restoration
organizations in the Chicago region.
Credits: 3
Attributes: Natural Science
Prerequisites: ENG 102
SUST 340 - POLICY, LAW, ETHICS
An investigation into the political, legal, and ethical dimensions of
sustainability in the U.S. and around the world, using case studies
in public policy, environmental law, and community activism. Topics
addressed include the impact of policies and laws upon communities,
especially in urban areas, and the relevance of environmental policy and
ethics to the development of sustainable agriculture, transportation,
energy, and housing systems. Students will gain an understanding of the
political terrain, the significant ethical debates, and the legal boundaries
surrounding sustainability by critically evaluating policy questions in a
sequence of critical writing projects.
Credits: 3
Attributes: Social Science
Prerequisites: ENG 102
SUST 350 - SERVICE AND SUSTAINABILITY
Focuses on one of sustainability's "Three Es" – Equity – within the broad
context of environmental stewardship and economic development.
A small seminar experience in which the professor and students
partner with an outside organization, institution, or community to
perform transformational service learning work and address real-world sustainability problems and solutions. Students will engage and
debate matters of social equity and environmental justice in relation to
sustainable development, urban planning, ecological conservation, and
other issues. Course topics and community partners vary section by
section; past seminars have focused on, for example, the relations among
urban farming, community development, and social justice. Activities
include seminar discussions and short oral presentations, field-based
work with the community/organizational partner, and other field trips or
campus-based activities as arranged by the instructor. Both individual
and collaborative work are emphasized in assignments such as short
critical essays, oral reports, and co-authored applied research projects.
Credits: 3
Attributes: Social Science, Transformational Service Learning
Prerequisites: ENG 102
SUST 390 - SPECIAL TOPICS IN SUSTAINABILITY
In-depth seminars on specific topics in sustainability, including
environmental literature and communication; the urban environment;
sustainability and environmental history; parkland conservation; campus/
institutional sustainability planning; and representations of sustainability
in art, literature, film, and media.
Credits: 3
Prerequisites: ENG 102
SUST 395 - SUSTAINABILITY STUDIES INTERNSHIP
Individually designed Sustainability Studies internships and/or service-
learning experiences. With the approval of a faculty sponsor and the
program director, students may participate in an appropriate internship
in the field of Sustainability and earn credit. Internships must involve a
minimum of 40 hours of work per credit hour. From 1-6 credits may be
earned. Students are required to complete written work, as determined by
the faculty sponsor, reflecting on their experience.
Credits: 1-6
Course Notes: Faculty sponsor and, program director approval required.
THEATER: VOICE (TVOI)

**TVOI 101 - THEATER VOICE**
Credits: 1,2
Attributes: Humanities

**TVOI 102 - THEATER VOICE**
Credits: 1,2
Attributes: Humanities

**TVOI 103 - THEATER VOICE**
Credits: 1,2
Attributes: Humanities

**TVOI 104 - THEATER VOICE**
Credits: 1,2
Attributes: Humanities

**TVOI 201 - THEATER VOICE**
Credits: 1,2
Attributes: Humanities

**TVOI 202 - THEATER VOICE**
Credits: 1,2
Attributes: Humanities

**TVOI 203 - THEATER VOICE**
Credits: 1,2
Attributes: Humanities

**TVOI 204 - THEATER VOICE**
Credits: 1,2
Attributes: Humanities

**TVOI 301 - THEATER VOICE (MINOR)**
Credits: 1,2
Attributes: Humanities

**TVOI 302 - THEATER VOICE (MINOR)**
Credits: 1,2
Attributes: Humanities

**TVOI 303 - THEATER VOICE (MINOR)**
Credits: 1,2
Attributes: Humanities

**TVOI 304 - THEATER VOICE (MINOR)**
Credits: 1,2
Attributes: Humanities
THEATRE CONSERVATORY (THAR)

THAR 099 - PERFORMANCE ATTENDANCE
Attendance at music and theatre performances in the Chicago College of Performing Arts. Required of all undergraduate majors for six semesters. Grade P/F. (0)
Credits: 0
Course Notes: THAR, MUST majors only

THAR 100 - FUNDAMENTALS OF MUSIC THEORY
Melody, rhythm, metric notation. Writing, playing, and singing of intervals, scales, triads, and melodies. Development of basic musical terminology.
Credits: 3
Attributes: Humanities

THAR 101 - BEGINNING VOICE
Introduction to healthy use of the human voice in the musical theatre repertory, with emphasis on physiology, proper breathing, articulation, phonation, and enunciation.
Credits: 1
Attributes: Humanities

THAR 102 - MOVEMENT FOR SINGERS
Introduction to dance and movement for the singer, with strong emphasis on body awareness, stretching, and musicality.
Credits: 3
Attributes: Humanities
Prerequisites: VOI 211

THAR 116 - ENSEMBLE SINGING
Introduction to vocal technique and group performance in the musical theatre repertory. Open to musical theatre majors only.
Credits: 1
Attributes: Humanities

THAR 125 - MUSICIANSHP-MUSICAL THEATRE
Development of aural and analytical skills related to the study and performance of standard musical theatre repertoire.
Credits: 3
Attributes: Humanities
Prerequisites: THAR 100
Course Notes: or placement

THAR 126 - KEYBOARD SKILL-MUSICAL THEATRE
Development of keyboard skills related to the study and performance of standard musical theatre repertoire.
Credits: 3
Attributes: Humanities

THAR 132 - ANATOMY, KINESIOLOGY, AND NUTRITION
Credits: 3
Attributes: Humanities

THAR 191 - INTRODUCTION TO PROFESSIONAL THEATRE
Introduction to Chicago's professional theatre; collaboration of the script, actor, director, designer, stage, and audience.
Credits: 1-3
Attributes: Humanities
Course Notes: THAR/MUST Only.

THAR 203 - SCRIPT ANALYSIS
Study of the elements of play writing, including script analysis, character development and dramatic structure. Writing will focus on the development of a short script.
Credits: 2
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 205 - SHAKESPEARE
See English 205.
Credits: 3
Attributes: Humanities
Course Notes: Open to Non-THAR majors

THAR 206 - FUNDAMENTALS OF ACTING I
An introduction to the dynamics of the actor's art, focusing on individual self-awareness, spontaneity and expressiveness. NON-majors only.
Credits: 3
Attributes: Humanities

THAR 207 - FUNDAMENTALS OF ACTING II
An introduction to the dynamics of the actor's art, focusing on individual self-awareness, spontaneity and expressiveness. Open to freshmen theatre majors.
Credits: 3
Attributes: Humanities

THAR 210 - STAGE MAKE UP I
Fundamental principles of stage makeup design and application.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 220 - VOCAL & 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.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 221 - VOCAL & PHYSICAL PREPARATION II
Vocal and physical work continued; enhancement of basic skills; more complex aspects of breath, sound, and specialized physical skills.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 225 - INTERMEDIATE ACTING I
Continued development of the actor's skills; increasingly more complex textual demands.
Credits: 2-3
Attributes: Humanities
Prerequisites: THAR 206 and THAR 207

THAR 226 - INTERMEDIATE ACTING II
Continued development of the actor's skills; increasingly more complex textual demands.
Credits: 2-3
Attributes: Humanities
Prerequisites: THAR 225
THAR 231 - ACTING ON CAMERA I
Adapting stage acting technique for camera; performance of dramatic roles on video and film; improvisations, monologues, and scenes from plays. Additional study of television commercial work.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 232 - VOCAL & PHYSICAL PREPARATION IV: CLASSICAL
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.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 242 - VOCAL AND PHYSICAL PREPARATION V: DIALECTS
Basic stage dialects commonly used by actors, such as Standard British and Cockney.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 247 - INTRODUCTION TO TECHNICAL THEATRE
Theory and practice of stagecraft, design, and theatre safety. Open to freshmen.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 250 - FRESHMAN REHEARSAL & PERFORM
Introduction to disciplines of rehearsal and performance. Culminates in performance of The Freshmen Showcase. (1-3).
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 267 - IMPROVISATION FOR THE THEATRE: SPOLIN TO SILLS TO STORY THEATRE
An exploration of Viola Spolin's and Paul Sill's games and techniques to develop the actors instrument and imagination.
Credits: 3
Attributes: Humanities
Course Notes: THAR/MUST majors only.

THAR 270 - THE CREATIVE PROCESS I
Improvisational exploration of the physical, vocal, imaginative, and expressive resources of the creative performing artist. Focus on the process of the individual artist.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 271 - THE CREATIVE PROCESS II
Continuing improvisational exploration of the physical, vocal, imaginative, and expressive resources of the creative performing artist. Focus on the process of the individual artist.
Credits: 1-3
Course Notes: THAR or MUST majors only

THAR 291 - INTRODUCTION TO PROFESSIONAL THEATRE
Introduction to Chicago’s professional theatre; collaboration of the script, actor, director, designer, stage, and audience
Credits: 1-3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 292 - HISTORY OF THEATRE & DRAMA I
Survey of theatre history, theory, and criticism; study of representative plays.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 293 - HISTORY OF THEATRE & DRAMA II
Survey of theatre history, theory, and criticism; study of representative plays.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 294 - HISTORY AND ANALYSIS: THEATRE LITERATURE
Beginning with the fundamental concepts of script analysis, this course will identify and define the key elements of a script that are used by actors to structure performances. The course will then utilize those tools as the basis for an analysis of theatre literature from selected periods of theatre history. Theatre history will be studied as the context for the theatre literature generated during the major periods of history that are associated with important theatre movements and styles.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only.

THAR 302 - STUDIES IN PERFORMANCE OF LITERATURE
Readings may concentrate on a single author, such as Shakespeare, or a specific genre or period in literature.
Credits: 3
Course Notes: Non-majors only

THAR 303 - SCRIPT ANALYSIS
Credits: 2
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 304 - SHAKESPEARE TO SHAW: CLASSICAL AND REALISM IN PERFORMANCE
This course will be an exploration of the disciplines of Modern Dance, Hip-Hop and Shakespeare and it’s influence on the Musical Theatre Dancer.
Credits: 1-3
Attributes: Humanities
Prerequisites: THAR 225
Course Notes: THAR or MUST majors only

THAR 320 - ACTING MUSICAL STAGE I
Introduction for the singer/actor to basic music theatre performance techniques and theories.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 321 - ACTING FOR MUSICAL STAGE II
Scene study class. Duets and small ensembles from music theatre literature.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only.
THAR 322 - ACTING FOR MUSICAL STAGE III
Advanced performance course; emphasis on period musical styles, choreography, and large ensemble-choral singing.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only.

THAR 323 - ACTING FOR MUSICAL STAGE IV
Performance course stressing contemporary developments in musical styles.
Credits: 1-3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 324 - HISTORY OF MUSICAL THEATRE
Historical evolution of musical theatre. Ideas, styles, and contributions of the mature musical's most influential creative artists.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 325 - DIRECT FOR THE MUSICAL STAGE
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 326 - DANCE FOR THE MUSICAL STAGE
Advanced performance course in dance skills for the musical stage. Jazz, tap, hip-hop, and ballroom dancing.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 327 - SPECIAL TOPICS IN MUSICAL THEATRE
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only. Consent of Instr.

THAR 328 - SPECIAL TOPICS IN MUSICAL THEATRE
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only. Consent of Instr.

THAR 329 - ACTING FOR MUSICAL STAGE V: CABARET
Advanced study of cabaret theatre; important historical contexts and contemporary forms. Individual coaching in cabaret material; final performance in a cabaret setting.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 330 - ACTING ON CAMERA II
Adapting stage acting technique for camera; performance of dramatic roles on video and film; improvisations, monologues, and scenes from plays. Additional study of television commercial work.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 331 - ACTING ON CAMERA III
Additional study of television and commercial work.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only. Consent of instructor.

THAR 332 - VOCAL/PHYSICAL PREPARATION III
Continued application of vocal and physical training to performance; the actor's creative process as the integrating link of voice, body, emotions, and intellect with more demanding text.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only.

THAR 340 - AUDITION AND THEATRE BUSINESS
Preparation for a professional career in theatre.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 341 - STAGE MANAGEMENT
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 348 - STAGE DIRECTING I
The art and craft of stage direction; fundamental theories and practice.
Credits: 1-3
Attributes: Humanities
Course Notes: THAR or MUST majors only.

THAR 350 - REHEARSAL & PERFORMANCE
Available to students who perform major roles or who have major responsibility in a University theatre production. May be repeated for maximum of 12 sem hrs.
Credits: 3
Attributes: Humanities
Course Notes: Sat-Sun TBA

THAR 370 - ADVANCED CREATIVE PROCESS: YOGA
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 371 - STAGE COMBAT I
Basic techniques of stage combat including hand-to-hand, falls, rolls, flips, and dives.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 372 - STAGE COMBAT II
Stage combat employing weaponry: basic fencing, rapier, dagger, and broad sword.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 375 - ADVANCED VOCAL/PHYSICAL PREPARATION: COMEDY-CHAR
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 380 - INTRODUCTION TO ASIAN THEATRE
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 381 - STUDIES IN THEATRE
Credits: 1-3
Attributes: Humanities
Course Notes: THAR or MUST majors only
THAR 382 - TECHNIQUES IN ACTING
Through discussion, exercises and scene work, acting techniques of the 20th and 21st centuries are explored and defined.
Credits: 1,3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 383 - AMERICAN THEATER: DRAMATIC VISIONS OF SOCIAL JUSTICE
This capstone course will identify and define the theme of social justice in the works of selected dramatists, historical periods, and ensemble companies of the American Theatre. Available only to senior-level theatre arts and musical theatre students. (1)
Credits: 1
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 385 - PERFORMANCE ART I
Specialized study of both theory and praxis in the field of performance art.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 386 - PERFORMANCE ART II
Continuation of the previous course. Collaboration and site-specific development of performance art projects.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 387 - SHAKESPEARE IN PERFORMANCE
Detailed study of two or three selected plays. Plays vary from semester to semester; script analysis for verse performance and style.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 388 - ADVANCED ACTING PERIOD STYLES
Acting styles required for period plays.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only.

THAR 389 - THEATRE INTERNSHIP
Must be approved in advance, with provisions made for evaluation of work, both at the site of the internship and in The Theatre Conservatory at Roosevelt.
Credits: 3
Attributes: Humanities
Course Notes: Must be approved in advance with provision for evaluation, work both at site of internship and in Theatre program at, Roosevelt.

THAR 393 - ADVANCED VOCAL & PHYSICAL PREPARATION: SPECIAL PROJECTS
Individual vocal project concentrating on a particular strength or an area of perceived weakness.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only. Consent of instr.

THAR 395 - INDEPENDENT STUDY
Special projects in acting, directing, design, history and criticism, or play writing.
Credits: 1-3
Attributes: Humanities
Course Notes: THAR or MUST majors only. Consent of Instr.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Attributes</th>
<th>Prerequisites</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDAN 110</td>
<td>JAZZ MTD: BEGINNING/INTERMEDIATE</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 111</td>
<td>JAZZ MTD: INTERMEDIATE/ADVANCED</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 120</td>
<td>BALLET MTD: BEGINNING/INTERMEDIATE</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 121</td>
<td>BALLED MTD: INTERMEDIATE/ADVANCED</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 131</td>
<td>TAP MTD: BEGINNING/INTERMEDIATE</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 180</td>
<td>CORE STYLES &amp; TECHNIQUE I</td>
<td>6</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 181</td>
<td>CORE STYLES &amp; TECHNIQUE II</td>
<td>6</td>
<td>Humanities</td>
<td>TDAN 180</td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 210</td>
<td>JAZZ: BEGINNING/INTERMEDIATE I</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 211</td>
<td>BEGINNING/INTERMEDIATE JAZZ II</td>
<td>3</td>
<td>Humanities</td>
<td>TDAN 210</td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 220</td>
<td>BALLET: BASIC/BEGINNING/INTERMEDIATE</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 221</td>
<td>BALLET: BASIC/BEGINNING/INTERMEDIATE</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 241</td>
<td>MODERN: INTERMEDIATE/ADVANCED</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 280</td>
<td>CORE STYLES &amp; TECHNIQUE III</td>
<td>6</td>
<td>Humanities</td>
<td>TDAN 180</td>
<td>THAR/MUST only</td>
</tr>
<tr>
<td>TDAN 281</td>
<td>CORE STYLES &amp; TECHNIQUE IV</td>
<td>6</td>
<td>Humanities</td>
<td>TDAN 280</td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 330</td>
<td>TAP: BEGINNING/INTERMEDIATE I</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 331</td>
<td>BEGINNING/INTERMEDIATE TAP II</td>
<td>3</td>
<td>Humanities</td>
<td>TDAN 330</td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 344</td>
<td>MUSICAL THEATER STYLES I</td>
<td>3</td>
<td>Humanities</td>
<td></td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 345</td>
<td>MUSICAL THEATER STYLES II</td>
<td>3</td>
<td>Humanities</td>
<td>TDAN 344</td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 380</td>
<td>CORE STYLES &amp; TECHNIQUE v</td>
<td>1-6</td>
<td>Humanities</td>
<td>TDAN 380</td>
<td>THAR/MUST ONLY</td>
</tr>
<tr>
<td>TDAN 381</td>
<td>CORE STYLES &amp; TECHNIQUE VI</td>
<td>6</td>
<td>Humanities</td>
<td>TDAN 380</td>
<td>THAR/MUST ONLY</td>
</tr>
</tbody>
</table>
UNIVERSITY STUDIES (UNIV)

UNIV 110 - BRIDGE TO RU
In this course, Summer Bridge students will integrate and apply their learning in English Composition, Math and Leadership to engage in RU’s mission and explore the ways a Roosevelt education can support their personal and professional goals. Students will create projects, individually and collaboratively, and will assemble an electronic portfolio of their summer bridge work in this course and others. This course is team-taught by Summer Bridge faculty/leaders.
Credits: 1
Course Notes: Summer Bridge Enrichment Program Students Only.

UNIV 150 - SPECIAL TOPICS IN ACADEMIC & CAREER PLANNING: STARTING THE JOURNEY
This course is designed to help students who are unsure about their major, those who are selecting among several different majors, and those who are working to confirm a potential major they have identified. This course provides the tools needed to explore self and the world of work to make an informed decision.
Credits: 1
WOMEN'S AND GENDER STUDIES (WGS)

WGS 110 - GENDER JUSTICE
Keywords and key concepts in feminist thought and gender studies. Examination of feminism(s), sexual politics of women's rights, and cultural dynamics of gender at intersections of race, class, sexuality, ethnicity, nationality, and ability.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies

WGS 201 - SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES
Critical exploration of a specific topic in the field of Women's and Gender Studies.
Credits: 3
Attributes: Women Gender Studies
Prerequisites: WGS 110 or WGS 210

WGS 211 - FEMINIST THEORY
Classic and contemporary texts of feminist theory from different historical, national, and thematic perspectives.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or instructor consent.

WGS 212 - FEMINISM IN ACTION
Strategies, histories, and theories of feminist activism. Comparative analysis of a variety of activist models at intersections of gender, sexuality, race, ethnicity, class, culture, nationality, and ability.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or instructor consent.

WGS 214 - GLOBAL VOICES
Comparative study (focus varies depending on instructor) of gender and sexuality in a global context; multiple locations and communities; strategies of social change and transformation; transnational dialogues and coalitions.
Credits: 3
Attributes: Non-western Culture, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or instructor consent.

WGS 216 - POPULAR CULTURE AND POWER
Paradoxes of popular culture in shaping relations of power and modes of resistance. Mass and social media roles in action and inaction, production and reception, doing and undoing of individual and collective realities with respect to gender and sexuality in particular.
Credits: 3
Attributes: Humanities, Women Gender Studies
Prerequisites: WGS 110 or WGS 210

WGS 218 - ACTION: INTERSECTION & COALITION
Strategies, histories, and theories of coalition building, activist intersections, and collaborative advocacy for political action and social transformation. From the local to the transnational, analysis of a variety of models and practices at intersections of gender, sexuality, race, ethnicity, class, culture, nationality, and/or ability.
Credits: 3
Attributes: Social Justice Studies, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: Or Instructor Consent

WGS 220 - POLITICS OF SEX
Critical, multi-disciplinary examination of sexual identities, histories, and controversies, with focus on their political and cultural meaning.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or Instructor Consent

WGS 222 - SEX AND GENDER IN THE CITY
Multi-disciplinary study of sex and gender in urban contexts, including urban geographies, histories, communities, cultures and subcultures, labor, housing, and politics.
Credits: 3
Attributes: Women Gender Studies
Prerequisites: WGS 110
Course Notes: or Instructor consent

WGS 224 - FEMINIST MODES OF INQUIRY
Interdisciplinary and intersectional investigation of trends and topics in WGS with attention to historical, cultural, and theoretical developments. Questions and tasks central to feminist inquiry and research methodologies.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: WGS 110 or WGS 210
Course Notes: or instructor consent.

WGS 302 - FEMINIST MODES OF INQUIRY
Interdisciplinary and intersectional investigation of trends and topics in WGS with attention to historical, cultural, and theoretical developments. Questions and tasks central to feminist inquiry and research methodologies.
Credits: 3
Attributes: Humanities, Social Science
Prerequisites: WGS 110 or WGS 210
Course Notes: or instructor consent.

WGS 303 - TOPICS IN GLOBAL FRAMEWORKS
Comparative and transnational feminisms. Gender and sexuality within and across specific national, cultural, and historical locations.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.

WGS 304 - TOPICS IN IDENTITY, KNOWLEDGE, AND POWER
Inquiry into the production of knowledge, the political impacts of its deployment, and the role of knowledge and power networks in the construction of social identities. Topics include agency and selfhood; truth and authority; theories of ethics; and identity formation at intersections of gender, race, class, and sexuality.
Credits: 3
Attributes: Humanities, International Studies, Non-western Culture, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.

WGS 305 - TOPICS IN CULTURE AND REPRESENTATION
Various forms of representation (art, artifacts, discourse, media, performance, style, texts) with emphasis on historical and intersectional feminist approaches to gender and sexuality. Focus on practices of production and consumption, formation of identities, circulation of ideologies, and networks of power.
Credits: 3
Attributes: Humanities, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.
WGS 306 - TOPICS IN ACTION, ADVOCACY, AND RESISTANCE
Historical and/or contemporary models of feminist critique and action with attention to intersections of gender, sexuality, race, ethnicity, class, culture, nationality, and ability. Focus on debates and differences in theorizing social and political transformation, challenging institutions and practices, and supporting individual and collective agency.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.

WGS 307 - TOPICS IN HISTORICAL PERSPECTIVES
Historicized analysis of feminist movements, gender practices, and sexual identities. Emphasis on historical readings and research. Examination and application of feminist historiographical methods and theoretical models.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or instructor consent.

WGS 308 - TOPICS IN FEMINIST THEORIES
In-depth, critical investigation of specific theory or theories in feminist, gender, and/or sexuality studies.
Credits: 3
Attributes: Humanities, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.

WGS 311 - FEMINISM AND WESTERN PHILOSOPHY
Critical analysis of classic theorists in Western philosophy and their feminist engagements that have shaped foundations of feminist inquiry and contemporary philosophical, feminist, and public discourse on topics including reason, credibility, and belief; autonomy and embodiment; sexuality and identity; and gender, power, and the state.
Credits: 3
Attributes: Humanities, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.

WGS 312 - GLOBAL FEMINIST ETHICS
Analysis of the philosophical field of ethics, with emphasis on feminist concerns and global contexts, using classical, contemporary, feminist, and transnational ethical theory. Topics include kinship and reproduction; cultural difference; ethics of care; sexual controversies; the ethics of nations; gender and human rights; crime and punishment; and more.
Credits: 3
Attributes: Humanities, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.

WGS 314 - FASHION: THE POLITICS OF STYLE
Multi-disciplinary study of fashion as crucial domain for the creation of identity, exertion of power, and circulation of social meaning. Topics include theories of style and selfhood; anti-fashion; consumerism; taste and class; fashion as a means of protest; subcultural and mainstream style; sexuality and modesty; and more.
Credits: 3
Attributes: Humanities, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: Or Instructor Consent

WGS 315 - WHAT IS A FAMILY?
Examination of classic and critical thinking about the family—its meaning, its political relevance, and its social value, with special attention to issues of gender, sexuality, and power. Topics include kinship and loyalty; the family in relation to the state; the family as an economic institution; the family as a site of psychological conflict; and the family as a keeper of memory.
Credits: 3
Attributes: Humanities, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: Or instructor consent

WGS 317 - SEXUALITY AND IDENTITY
Examination and application of feminist historiographical methods and theoretical models.
Credits: 3
Attributes: Humanities, Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: Instructor consent

WGS 318 - GENDER, POWER, AND THE STATE
Historical and/or contemporary models of feminist critique and action with attention to intersections of gender, sexuality, race, ethnicity, class, culture, nationality, and ability. Focus on debates and differences in theorizing social and political transformation, challenging institutions and practices, and supporting individual and collective agency.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.

WGS 320 - ISSUES IN SOCIAL POLICY
Gender, and/or sexuality studies.
Credits: 3
Attributes: Social Science, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: or consent of instructor.

WGS 321 - THE BODY: AGENCY, PAIN, DESIRE
Analysis of the philosophical, political, cultural, and material life of the body, using scholarship from philosophy, feminist and queer theory, critical race theory, cultural studies, disability studies, and fiction. Course examines the body as both an inner subject and outer object, as the self's material home, spatial boundary, and site of engagement with multiple forms of power.
Credits: 3
Attributes: Humanities, Women Gender Studies
Prerequisites: WGS 110 or WGS 210
Course Notes: Formerly taught as WGS 304: Topics course. Students who took this course as WGS 304, may not take WGS 313.
WRITING (WRTG)

WRTG 160 - THE ART OF PERSUASION
Intensive study and practice rhetorical strategies for writing on a variety of topics and addressed to diverse audiences.
Credits: 3
Attributes: Humanities, Legal Studies
Prerequisites: ENG 102
Course Notes: Required for the Writing Minor.

WRTG 222 - ESSAY WRITING: TOPICS & GENRES
Study of and guided practice in the essay as a distinct and dynamic mode of writing, highlighting the essay’s shifting history and current relevance. Students will explore the many possibilities of thought and expression in its variety of forms.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 102
Course Notes: Elective in the Writing Minor.

WRTG 230 - TECHNICAL & PROFESSIONAL WRITING
This course introduces students to writing genres commonly encountered in business and technical fields, such as reports, proposals, cover letters, instructions, and descriptions. Students will write individually and collaboratively, and complete a significant research project.
Credits: 3
Attributes: Humanities
Prerequisites: ENG 102

WRTG 367 - TEACHING WRITING: THEORY & PRACTICE
This course explores the theory and practice of writing instruction in secondary and post-secondary educational settings, with a special emphasis on the political implications of the choices that teachers make in the writing classroom. Students will explore pedagogies, interview writing teachers, develop assignments, and conduct independent research toward the creation of a personal teaching philosophy.
Credits: 3
Attributes: Humanities
Prerequisites: WRTG 160
Course Notes: or consent.
GRADUATE COURSES
ACCOUNTING (ACCT)

ACCT 403 - INTRODUCTION TO ACCOUNTING
Accounting process and use of accounting information in business decisions. Topics include accounting equation, data accumulation, accounting cycle, financial reports, and basic accounting principles. Credits: 3
Course Notes: May be required for entry to MSA/MSAF programs; see your advisor. Not applicable for credit in the, College of Business graduate degree programs.

ACCT 405 - ACCOUNTING FOR EXECUTIVES
Functions of the modern executive including the duties, expectations, and responsibilities. Topics from both financial and managerial accounting. Course materials are case oriented. Credits: 3
Prerequisites: BADM 401
Course Notes: ACCT module of BADM 401./Internet required., Not applicable for credit to the MSA.

ACCT 406 - ISSUES IN ASSET VALUATION
Accounting theory associated with asset valuation; focus on the balance sheet. Topics include accounts receivable, depreciation, bonds, investments, and owners’ equity. Credits: 3
Prerequisites: BADM 401
Course Notes: or equivalent. Internet required. Acct 210 with grade of B, or higher required.

ACCT 407 - ISSUES IN INCOME DETERMINATION
Accounting theory associated with income determination; focus on income statement and cash flow statement. Topics include pensions, leases, revenue recognition, and earnings per share. Credits: 3
Prerequisites: ACCT 406
Course Notes: Acct 210 and 211 with a min grade of B. Internet required.

ACCT 414 - ADVANCED ACCOUNTING
Accounting theory for partnerships and fiduciaries, advanced corporate concepts, investments, business combinations, branches, consolidated financial statements, corporate reorganizations, installment sales, and consignments. Credits: 3
Prerequisites: ACCT 406

ACCT 433 - PROFESSIONAL PRACTICE OF AUDITING
Advanced and intensive study of auditing theory including statements on auditing standards and other pronouncements of professional organizations. Audit sampling, computer use in audit process, and contemporary professional issues. Emphasis on application of theory to specific problems using the case study method. Credits: 3
Prerequisites: ACCT 406

ACCT 442 - ADVANCED COST & MANAGERIAL ACCOUNTING
Variety of higher-level quantitative and other topics in cost accounting. Transfer pricing, measurement of managerial performance, direct costing, decision models, quantitative approaches to cost accounting, and statistical analysis of costs and variances. Credits: 3
Prerequisites: ACCT 406 and BADM 401
Course Notes: Acct 211 with min grade C required.

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

ACCT 450 - ACCOUNTING INFORMATION SYSTEMS
Theory and operation of accounting information systems. Internal control, information flow, computerized transaction processing, systems analysis and design, responsibility centers, and database implementation. Credits: 3
Course Notes: Internet required with ability to use Microsoft Office.

ACCT 454 - GOVERNMENTAL & NONPROFIT ACCOUNTING
Accounting and financial reporting principles of governmental and nonprofit organizations, fund accounting principles, budgetary accounting, and financial reporting practices. Credits: 3
Prerequisites: ACCT 406

ACCT 456 - FEDERAL TAXATION
Current taxation issues of practical and professional interest; topics of pending or proposed legislation. Selection depends on current development in taxation and areas of faculty interest and specialization. May be repeated for credit with prior approval and different topics. Credits: 3
Prerequisites: ACCT 405 or ACCT 406

ACCT 457 - ADVANCED FEDERAL INCOME TAX & RESEARCH
Taxation of corporations, partnerships, and fiduciaries. Tax accounting, tax-free corporate reorganizations, exchanges and liquidations, capital gains and losses, consolidated returns, personal holding companies, accumulated earnings tax, and S corporations. Tax research methods through numerous library research assignments. Credits: 3
Prerequisites: ACCT 456
Course Notes: or instructor consent

ACCT 471 - FRAUD EXAMINATION
Overview of fraud theory and the prevention and detection of various types of fraud. Topics include embezzlement, asset misappropriation, and corruption. Credits: 3
Course Notes: 3 sh Accounting and 3sh Information Systems, or computer courses.

ACCT 473 - FINANCIAL STATEMENTS AND FRAUD
Frauds that appear in financial statements; emphasis on detection and prevention of frauds. Study of specific corporations where fraud has been found in the financial statements. Credits: 3
Course Notes: 3 sh Accounting and 3 sh in Information Systems of, computer courses.

ACCT 474 - ANTI-MONEY LAUNDERING
The course includes the study of the methods to detect and prevent money laundering. Among the topics covered in the course are the history of money laundering, the laws, domestic and international, including the Third European Directive, the agencies established to assist in the fight against money laundering and the related information sharing efforts. Credits: 3
ACCT 475 - COMPUTER FORENSICS & AUDITING
Computer fraud is pervasive in society and the business world today. Study of specific cases where computer fraud has occurred; focus on IT auditing and computer forensics.
Credits: 3
Course Notes: Ability to download, install, and use basic computer, applications software is assumed.

ACCT 477 - TOPICS IN BUSINESS FORENSICS
Course will include coverage of Benford’s law and the study of corporate fraud. In the study of corporate fraud we will study the schemes along with control procedures, tests, checklists, questionnaires and audit programs that relate to the schemes.
Credits: 3
Prerequisites: ACCT 406
Course Notes: 3 sh Accounting and 3 sh of Information Systems, or computer courses.

ACCT 491 - ACCOUNTING RESEARCH & ANALYSIS
As the Capstone course for the MSA program, topics covered will be changing to ensure that students receive information on current changes as they occur in the accounting world. Possible topics covered may include XBRL, standards, and regulations. Two simulations will be performed: one will be a group simulation and the second will be an individual simulation. The purpose of the simulations is to provide students with the ability to make decisions, and to deal with the outcomes of those decisions when the results are not what was expected.
Credits: 3
Prerequisites: ACCT 406 and ACCT 407

ACCT 492 - PROFESSIONAL ACCOUNTING INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to graduate business program.
Credits: 1-3
Course Notes: Internship requirements vary by assignment, consent is required by the Internship Coordinator, George Seyk, at gseyk@roosevelt.edu

ACCT 493 - SEMINAR: THEORY & CASES FINANCIAL MANAGEMENT
Advanced course in corporate finance. Topics include capital budgeting, capital structure, management of working capital, and special topics chosen by the instructor.
Credits: 3
Prerequisites: ACCT 406
Course Notes: or instructor permission.

ACCT 495 - INDEPENDENT STUDY
Credits: 1-6
Course Notes: Consent
ANTHROPOLOGY (ANTH)

ANTH 414 - GLOBALIZATION, SOCIETY, & CULTURE
Credits: 3
ART (ART)

ART 495 - INDEPENDENT STUDY
Credits: 1-6
Course Notes: Consent of Instructor.
ART INSTITUTE OF CHICAGO (ARTS)

ARTS 495 - INDEPENDENT STUDY
Credits: 3
Course Notes: Consent of instructor.
ARTM 450 - THE ARTISTIC COMPONENT
Balancing the art and the money; programming: adventure and risk vs. attracting and maintaining an audience; developing a healthy relationship between management and performing artists; integrating the artistic department with the rest of the organization; the care and feeding of artists; developing an artistic philosophy.
Credits: 3
Course Notes: ARTM majors only.

ARTM 455 - ORGANIZATIONAL DEVELOPMENT AND HUMAN RESOURCES
Working effectively and productively: with staff and management employees, with musicians and performers, with volunteers and boards of directors, and with community leaders. Strategies for building a healthy climate for all employees with fair policies that encourage new thinking and embraces new ideas.
Credits: 3
Course Notes: ARTM majors only.

ARTM 460 - MARKETING AND PUBLIC RELATIONS FOR ARTS MANAGEMENT
Goals and techniques of marketing for a performing arts organization; Goals and techniques for public relations—how does it differ from marketing; Integrating marketing, public relations, and development; Short- vs. long-range marketing; the relationship between marketing and artistic departments; Projecting ticket sale income as part of the budgeting process.
Credits: 3
Course Notes: ARTM majors only.

ARTM 465 - FUNDAMENTALS OF FINANCE
Financial planning and budgeting, cash flow projection, balance sheets, operating statements, non-profit finance vs. for profit finance, earned vs. contributed income, fixed vs. variable expense.
Credits: 3
Course Notes: ARTM majors only.

ARTM 470 - FACILITIES MANAGEMENT AND OPERATIONS
Specifics of producing the performance at your home venue; Basics of facilities management, including the relationship between facilities personnel and the audience; the relationship between a performing organization and its home facility; logistics, budgeting, and operations for touring.
Credits: 3
Course Notes: ARTM majors only.

ARTM 475 - FUNDRAISING AND DEVELOPMENT FOR ARTS ORGANIZATIONS
Strategies and issues for fund raising and development in non-profit arts organizations, including public funding, grants, and philanthropic sources.
Credits: 3
Course Notes: ARTM majors only.

ARTM 480 - TECHNOLOGY STRATEGY AND ITS ROLE IN THE ARTS
The role of technology in the marketing and distribution of your product, including social media, the internet, radio, TV, and recordings; the use of technology to increase access; the use of technology to expand and sustain audiences.
Credits: 3
Course Notes: ARTM majors only.

ARTM 485 - EDUCATION AND COMMUNITY ENGAGEMENT
An overview of education and community engagement programs within an arts organization. Exploration of the mission and value of outreach and education, and approaches to building successful educational and outreach programs.
Credits: 3
Course Notes: ARTM majors only.

ARTM 490 - SPECIAL TOPICS IN PERFORMING ARTS MANAGEMENT
An exploration of fundamental management principles and leadership methods selected by business professionals and tailored to the needs of the arts management professional.
Credits: 3
Course Notes: ARTM Majors only.

ARTM 495 - CAPSTONE: SYNTHESIS OF LEARNING
This course is taken in the final summer session of the ARTM program. Students will work with the program director to design and implement a final project that integrates course work learning into a successful management strategy.
Credits: 3
Prerequisites: ARTM 450 and ARTM 490
Course Notes: Project based instruction and learning
**BIOCHEMISTRY (BCHM)**

**BCHM 420 - PHYSICAL CHEMISTRY FOR BIOSCIENCE**
Survey of the principles of physical chemistry that govern molecular structure and chemical reactivity in biochemical systems. Topics include thermodynamics, kinetics, quantum mechanics, computational chemistry and spectroscopic techniques and their application for the study of structure and functioning of biomolecules.
Credits: 3
Course Notes: CHEM 212 with minimum grade of C-, BIOL 301 recommended.

**BCHM 444 - BIOINORGANIC CHEMISTRY**
Survey of biological molecules that involve metal ions and/or metal-containing cofactors; the interaction and biological significance of metal ions including medicinal applications.
Credits: 3
Course Notes: CHEM 212 with C or better; BIOL 301 recommended.

**BCHM 454 - EXPERIMENTAL METHODS IN BIOCHEMISTRY & BIOTECHNOLOGY**
Biochemical techniques including enzyme and lipid assays, isolation, and analysis of macromolecules.
Credits: 2
Course Notes: Must have BCHM 355 or concurrent.

**BCHM 455 - BIOCHEMISTRY**
Electron transport chain, protein structure, enzyme kinetics, biosynthesis and intermediary metabolism of amino acids, and carbohydrates and lipids. Included in the biotechnology certificate program.
Credits: 3
Course Notes: BIOL 301 strongly recommended.

**BCHM 457 - ADVANCED BIOCHEMISTRY**
This course covers advanced topics in the chemistry of life and is designed to build upon the fundamental understanding of biochemical topics as presented in introductory biochemistry. The course will focus on protein structure-function relationships and metabolic pathways in human and non-human organisms. Modern biochemical problems and new developments in biochemical techniques will also be explored through primary literature readings and student presentations.
Credits: 3

**BCHM 464 - PROTEIN STRUCTURE DETERMINATION**
Computer methods for converting electron microscopy of purified proteins into 3D protein structures.
Credits: 3
Course Notes: Prerequisites: BIOL 301 or BCHM 355 with C or better.

**BCHM 485 - THESIS**
Independent laboratory research culminating in a written thesis under supervision of a faculty sponsor and thesis committee.
Credits: 1-6

**BCHM 485Y - THESIS COMPLETION**
Credits: 0
Prerequisites: BCHM 485
Course Notes: Completion of the MS thesis beyond BCHM 485.

**BCHM 492 - RESEARCH IN BIOCHEMISTRY**
Independent field- or laboratory-based research experience under the supervision of a faculty sponsor. A minimum of 3 completed semester hours will fulfill the research requirement for the MS degree. Up to 3 semester hours may be applied toward thesis requirements. Students may register in consecutive semesters.
Credits: 1-4
Course Notes: Consent of instructor. $100 per semester hour. Students must arrange for independent laboratory research, experience with a science faculty member prior to registration.

**BCHM 493 - BIOCHEMISTRY SEMINAR**
This course primarily involves searching, reading, and critiquing primary literature on biochemical topics, learning how to give a technical seminar, and presenting a seminar to technical audience. Weekly assignments will consist of reading, discussing, and writing short reviews of recent biochemical research published in the literature. You will learn how to give a technical presentation by attending and critiquing seminars presented by speakers within and outside of the Roosevelt community, and by preparing and giving a presentation on a literature topic of your choice.
Credits: 1
Course Notes: BCHM 355 or BCHM 357 or BIOL 453 or BIOL 458, recommended. Graduate standing.
BIOL 403 - TOP: MAMMALIAN PHYSIOLOGY
This course focuses on the physiology of the human body and the ways in which it can go wrong. Students will be expected to use primary and secondary literature to diagnose and propose treatments for a variety of conditions. Students will also delve deeply into the primary literature and lead discussions on primary literature papers. Through this course, students will gain an understanding of how systems in the human body work, as well as disorders that can occur in the human body and differences and similarities with other mammals. They will learn how to understand diseases and body systems and how to make that understanding clear to both their peers and lay people.
Credits: 1-4
Attributes: Lab Course
Course Notes: Must also register for BIOL 403-20B in same semester.

BIOL 405 - CELL SYSTEMS & MOLECULAR GENETICS
Overview of intermediate and advanced topics in cell biology and molecular genetics, with a focus on biotechnology applications and instructional strategies. Lecture, discussion and laboratory components including cell culture, PCR, electrophoresis, purification, analysis and bioinformatics methods.
Credits: 1-3
Attributes: Lab Course, Natural Science
Course Notes: Graduate standing or consent of instructor., Part of RU-NECSS Biology Graduate Cohort., Must register for BIOL 405 B in the same semester.

BIOL 407 - ECOLOGY AND POPULATION BIOLOGY
Overview of intermediate and advanced topics in ecology and population-level organization of organisms, with a focus on conservation and principles of evolutionary change. Includes lecture, discussion, laboratory and field components.
Credits: 1-5
Attributes: Lab Course, Natural Science
Course Notes: Graduate standing or consent of instructor., Part of RU-NECSS Biology Graduate Cohort.

BIOL 409 - EXPERIMENTAL DESIGN IN BIOLOGY
Theory and practical application of various techniques used to analyze biological data including hands-on practice with equipment used in modern life science laboratories. Topics covered include pre-experiment planning, preparative methods, analytical methods, statistical evaluation of data and communication of results.
Credits: 4
Course Notes: Teacher cohort participants only

BIOL 414 - QUANTITATIVE ECOLOGY & CONSERVATION
Designing ecological experiments to answer critical questions about climate change, urbanization, ecosystem processes and conservation. This course will be skill-based with a focus around experimental designs, experimental manipulation, emphasizing statistical analyses, intensive field and laboratory exercises, and scientific report writing. Lectures and discussions will review current information on climate change and ecosystem processes in the context of current paradigms of global conservation.
Credits: 2,3
Attributes: Lab Course
Course Notes: MATH 122, BIOL 202 or equivalent required.

BIOL 415 - 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.
Credits: 2,3
Course Notes: Pre-requisites: BIOL 201 with a min grade of C- and, and Math 217 with a min grade of C- or consent.

BIOL 419 - BIOLOGY INTERNSHIP
Credits: 3

BIOL 422 - BOTANY
Study of the major plant groups, their classification and taxonomy, the anatomy used to identify species. Ethno-botanical importance (e.g. medicinal uses), anatomy, morphology and ecology of plant species will be emphasized. Ecological and economic importance of weedy and invasive species in an ecosystem context will be discussed. Principles of classifying seed plants by families will be introduced in the field and in the herbarium at The Field Museum.
Credits: 4
Course Notes: Consent of Instructor., Includes offsite field trips.

BIOL 423 - TROPICAL BIOLOGY
Exploration of tropical habitats, both marine and terrestrial, in terms of basic biology and ecology and current threats due to development. Emphasis is on coral reefs, including snorkeling of the second largest barrier reef in the world off Ambergris Caye in Belize, with opportunities to observe diverse wildlife in the field. Terrestrial field trips include beaches, mangrove swamps, and tropical deciduous forests. Visits to Mayan ruins and the Belize Zoo on the mainland emphasize local cultural ties to the environment.
Credits: 2
Course Notes: Prerequisites: BIOL 324 or concurrent., One prior college science course required, or consent of instructor.

BIOL 424 - MARINE BIOLOGY
Physical forces, biodiversity, organism function, and ecological interactions that form marine environments. The principles of cell biology, organismic physiology, biomechanics, and ecology applied to marine biological problems.
Credits: 3
Course Notes: BIOL 201 with a min grade of C- or BIOL 202 with a, min grade of C- or BIOL 112 with a, min grade of B. BIOL 423, Tropical Biology, can be taken as a lab for this, course. One prior college science course, with a min grade of C required.

BIOL 430 - PHYSIOLOGY: MECHANISMS AND DISORDERS
Learning to approach human physiology from a medical perspective. This course covers the basic systems of the human body through a focus on case studies and medical applications, focusing on the functions and disorders of the digestive, reproductive, circulatory and nervous systems.
Credits: 3
Course Notes: BIOL 201 or equivalent.

BIOL 432 - ECOLOGY OF TALLGRASS PRAIRIES
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.
Credits: 4
Course Notes: Consent of Instructor., Includes offsite field trips.
BIOL 433 - NATIONAL PARKS FIELD EXPERIENCE
The course focuses on a field experience that combines the study of natural sciences and resource management of National Parks. This includes understanding the connections between the geology, land use, wildlife, public policy, and politics associated with the National Parks. An overnight field experience will immerse students in a National Parks environment and provide opportunities to interact with National Park Service staff.
Credits: 4
Course Notes: BIOL 112 (with a min grade of C-), or BIOL 202 (with a min grade of C-)

BIOL 437 - NUTRITION IN AMERICA
This course will look at our understanding of nutrition and its effect on the body through the lens of the dual epidemics of obesity and food insecurity in America. Students will learn about epigenetic, microbiome and physiological effects of diet through primary and secondary literature and group projects. Students will also learn about the challenges involved in combating food insecurity and improving the American diet through a service-learning component.
Credits: 3
Attributes: Natural Science, Transformational Service Learning
Course Notes: Crosslisted with BIOL 337

BIOL 439 - EVOLUTIONARY PHYSIOLOGY
Learning to approach animal physiology from an evolutionary perspective. This course covers mechanisms by which animals perform life-sustaining functions, the evolution and adaptive significance of physiological traits, the diversity of physiological mechanisms, and how physiology and the environment interact. Laboratory involves dissection and study of physiological traits in a variety of different animals as well as experiments on the adaptive significance of traits.
Credits: 2,3
Attributes: Lab Course
Course Notes: BIOL 201 (with a min grade of C-). Must register for same lect-lab section of BIOL 439.

BIOL 443 - CLINICAL BIOETHICS AND MEDICAL LITERATURE
This course provides an important foundation for the study of bioethics, focusing on the principles of bioethics and some salient legal and clinical cases. Students in this class will gain the fundamental tools for understanding and applying the medical literature. Students will gather information and convincing evidence from high-quality repositories of the health literature. In addition, students will determine the best available evidence for indications of validity, importance and usefulness. This is a survey course covering various contemporary topics in bioethics, focusing on issues encountered in clinical practice. Areas to be studied include end-of-life decision making, the family in medical decision making, issues in clinical research, euthanasia, and pediatric issues. The format includes lectures followed by small group case-based discussions.
Credits: 3
Course Notes: Admission into MA Biomedical Sciences.

BIOL 449 - INTRODUCTION TO BIONANOTECHNOLOGY
A brief introduction to material science and chemistry used for synthesis and construction of bionanomaterials and an overview of the bionanomaterials used in biomedical science. Emphasis will be placed on possible directions for expansion of this field, need for development of new tools and approaches for nanomaterials evaluation, and the potential benefits of bionanomaterials in cancer research. Students will gain basic knowledge needed to absorb and evaluate information about bionanotechnology and its emerging role in biomedical sciences.
Credits: 3
Course Notes: Must have BIOL 301 Cellular Molecular Biol or equivalent.

BIOL 450 - CANCER BIOLOGY
This course provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Biology of Cancer is designed to illustrate basic aspects of cancer development, and to discuss how molecular genetic approaches can be used to reveal fundamental processes of carcinogenesis. Lectures and demonstrations explain the role of growth factors, oncogenes, tumor suppressor genes, angiogenesis, and signal transduction mechanisms in tumor formation. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management is part of the course.
Credits: 3
Course Notes: Must have BIOL 301 or equivalent.

BIOL 451 - GENERAL GENETICS
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.
Credits: 2,3
Attributes: Lab Course
Course Notes: Must register for BIOL 451 lecture lab in same semester., Should have or equivalent for BIOL 201 with a min grade of, C- and BIOL 301 with a min grade C-

BIOL 453 - MOLECULAR BIOLOGY
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.
Credits: 2,3
Attributes: Lab Course

BIOL 455 - DEVELOPMENTAL BIOLOGY
Basic principles and processes of embryology and development; selected invertebrates, vertebrates, and plants.)
Credits: 3
Course Notes: Should have or equivalent for BIOL 301 with a min grade of, C-.

BIOL 456 - DEVELOPMENTAL BIOLOGY
Molecular interactions that underlie 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.
Credits: 2,3
Attributes: Lab Course
Biol 460 - Microbiology
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.
Credits: 2-3
Attributes: Lab Course
Course Notes: Must have BIOL 301 or equivalent with a min grade C-.

Biol 461 - Information Technology for Sciences
Methods of finding biological and biotechnological information. Online and hard copy methods will be discussed; emphasis on the use of various computer databases and the Internet. Genbank and protein sequence databases will be accessed. DNA and protein sequences will be analyzed using various computer-based homology programs.
Credits: 3
Course Notes: Should have BIOL 301 with a min grade of C- or instructor consent.

Biol 462 - Data Mining in Life Sciences
The advent of high throughput techniques in biology and chemistry requires a data mining approach to discover new knowledge from these large data sets. Data mining techniques allow an investigator to understand the collection of data and then to classify and/or make predictions from the data. It is a combination of statistical, informatics and other analytical techniques. This course is designed to be an introduction to data mining techniques for biologists. Examples will be drawn from genomic, proteomic and epidemiologic data sets.
Credits: 3
Course Notes: Should have BIOL 30 and MATH 217 both with a min grade of C-, or instructor consent.

Biol 463 - Introduction to Genome Analysis
This course will provide an in-depth exposure to advanced techniques in computational genomics. Lectures will discuss numerous available computational tools for extracting biological information from nucleotide and protein sequences. The computer-based laboratory will utilize a number of bioinformatics software to demonstrate how to manage, search and analyze genetic sequences. This course will specifically emphasize on current trends and developments in bioinformatics.
Credits: 3
Course Notes: BIOL 301 or equivalent with a min grade of C-.

Biol 464 - Protein Structure Determination
Computer methods for converting electron microscopy of purified proteins into 3D protein structures.
Credits: 3
Course Notes: BIOL 301 or BCHM 355 with C or better

Biol 465 - Aquatic Toxicology
This course will explore the world of anthropogenic toxicants: harmful elements or compounds whose level in the environment is increased by human activities. The course will take a look at toxicants as they are released by human activities, enter and move through the aquatic system, chemically react with natural measures of water quality, interact and are taken up by living organisms and ultimately cause some kind of harmful effect at the cellular, individual, population and community levels. Students will be expected to research and present information on major topics in aquatic toxicology to the class, expanding the class base of knowledge and contributing to a "living textbook" of toxicological information.
Credits: 3
Course Notes: Graduate status.

Biol 467 - Immunology
Humoral and cellular immune responses, generation of immune diversity, autoimmunity and immunodeficiency diseases. Immunologic assays relevant to clinical settings. Laboratory techniques include antibody-antigen interaction, ELISA, and the purification of lymphocyte populations. Included in the biotechnology certificate program.
Credits: 2-3
Attributes: Lab Course
Course Notes: Must have BIOL 301 or equivalent with a min grade of C-.

Biol 468 - Research Methods
This course will cover the theory and practical application of various techniques used to analyze biological data including hands-on practice with equipment used in modern life science laboratories. Topics covered include pre-experiment planning, preparative methods, analytical methods, statistical evaluation of data and communication of results. Credit may be used in fulfillment of the research requirement for the MS degree.
Credits: 3
Course Notes: Graduate status and completion of one semester of graduate work at Roosevelt University.

Biol 469 - Conservation Biology: Africa
Conservation Biology—Tropical Africa is a 10 day, field-based course that will largely be carried out in the Amani Nature Reserve, Tanzania, where Dr. Norbert Cordeiro (Roosevelt University) and Dr. Henry Ndangalasi (University of Dar es Salaam, Tanzania) have been working since 1998. Field work will include (i) conducting applied ecological studies relevant to conservation in the area, (ii) discussing and problem-solving issues of poverty and conservation affecting human access to resources, (iii) meeting with Tanzanian stakeholders to gain an appreciation of the complexities of the solutions required to conserve one of the world's most important forests. Students will also spend 2 days in a savannah habitat at one of Tanzania's premier national parks. This course will involve designing ecological experiments, experimental manipulation, statistical analyses, intensive field and laboratory exercises, and scientific report writing.
Credits: 3
Attributes: Lab Course
Course Notes: Must have a min of 3 hours of a 100 level BIOL course with a, min grade C-.
BIOL 480 - APPLICATIONS OF BIOTECHNOLOGY
Research, medical, environmental and industrial uses of biotechnology. Lectures by the biotechnology faculty as well as industrial researchers. Current and future trends in the field.
Credits: 3

BIOL 481 - BIOLOGY OF BIRDS: ORNITHOLOGY
This is a hands-on course in the study of birds, from basic biology, to evolution, taxonomy, anatomy, ecology and behavior. There will be labs at the Field Museum using real specimens, and the exploratory field work component will include bird identification skills and bird ecology and behavior. Using a combination of lectures and invited speakers, students will build a firm and solid foundation on bird behavior, ecology and evolution, which will include a plethora of field techniques and laboratory skills.
Credits: 4
Course Notes: BIOL 202 (with a min grade of C-), field work included.

BIOL 482 - BIOTECHNOLOGY INDUSTRY PRACTICE
An exploration of the biotechnology industry, including biotechnology commercialization, academic partnerships, economics and global business models; ethical, legal, environmental and social considerations; good laboratory practice (GLP) and good manufacturing practice (GMP); the role of governmental regulatory policy in research, development and production.
Credits: 3
Course Notes: Graduate standing or consent of instructor., Required for Biotechnology Management concentration

BIOL 483 - SPECIAL TOPICS IN BIOLOGY
Discussion and critical review of contemporary issues in biology and biomedical sciences based on student and instructor interests. Discussions are intended to foster thought and exploration of solutions to problems in health care, biological research, and approaches to combat health disparities.
Credits: 3

BIOL 485 - THESIS
Independent laboratory research culminating in a written thesis under the supervision of a faculty sponsor and thesis committee.
Credits: 1-6
Course Notes: Graduate Status.

BIOL 485Y - THESIS COMPLETION
Credits: 0
Prerequisites: BIOL 485
Course Notes: Completion of the MS thesis beyond BIOL 485.

BIOL 491 - BIOLOGY INTERNSHIP
Off-campus experience at area medical facility. Rotation through at least five medical specialties at a hospital or an approved medical or biomedical research or clinical facility. At least 12 contact hours.
Credits: 1-6

BIOL 492 - RESEARCH IN BIOLOGY
Independent field- or laboratory-based research experience under the supervision of a faculty sponsor. A minimum of 3 completed semester hours will fulfill the research requirement for the MS degree. Up to 3 semester hours may be applied toward thesis requirements. Students may register in consecutive semesters.
Credits: 1-4
Course Notes: Consent of instructor. $100 per semester hour., Students must arrange for independent laboratory research, experience with a science faculty member, prior to registration.

BIOL 495 - INDEPENDENT STUDY
Independent library research or theory-based experience under the supervision of a faculty sponsor. 1 to 5 semester hours may be applied toward the MS degree. Credit may not be applied toward research or thesis requirements.
Credits: 1-5
BUSINESS ADMINISTRATION (BADM)

BADM 401 - GRADUATE BUSINESS ORIENTATION
An online orientation course designed to provide the student with a review of the material covered in undergraduate business programs and to assure that the student is prepared for the advanced graduate courses. Graded pass/fail.
Credits: 1
Course Notes: Admission to Heller College of Business graduate program, Online course - contact, eporemba01@roosevelt.edu for login information, Graduate Standing in Heller College of Business required.

BADM 471 - THE COMMUNICATION PROCESS
Credits: 3

BADM 491 - SPECIAL TOPICS
This course will include rotating business topics such as "Introduction to Business Careers" or "Business Ethics". Check schedule for the current topic to be covered.
Credits: 1-3
BUSINESS LAW (BLAW)

BLAW 420 - LEGAL ENVIRONMENT AND SOCIAL RESPONSIBILITY
Background, development, and institutional settings of social responsibility. Business organizations and their responsibilities to employees, government, and laws.
Credits: 3
CHEM 413 - ADVANCED ORGANIC CHEMISTRY
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.
Credits: 2-4
Course Notes: Should have the equivalent of CHEM 202 with a minimum, of C- and CHEM 212 with a minimum grade of C-.

CHEM 418 - SYNTHETIC ORGANIC CHEMISTRY
Advanced methods in the synthesis of organic compounds, especially those of biological or pharmaceutical interest. Topics include stereo- and regiospecific reagents for organic transformations, including enzyme mediated synthesis, polypeptide and polynucleotide synthesis, and natural product synthesis.
Credits: 3
Course Notes: Must have CHEM 202 and CHEM 212 both with a min grade of C-.

CHEM 419 - ORGANOMETALLIC CHEMISTRY
Structure, bonding, and reactions of compounds formed between the metallic elements (primarily d block) and carbon (organic groups). Classes of compounds to be discussed include metal alkyls, aryls, hydrides, carbonyl, alkenes, and arenes. The application of organometallic compound in organic synthesis and homogeneous catalysis.
Credits: 3
Course Notes: Should have the equivalent of CHEM 202 and 212 with a min grade of C-.

CHEM 421 - PHYSICAL CHEMISTRY - THERMODYNAMICS
First, second, third law of thermodynamics, chemical equilibrium, phase equilibrium and kinetic theory of gases.
Credits: 2,3
Course Notes: Should have equivalent of CHEM 202 with a min, grade of C- and CHEM 212 with a min grade of C- and Math 232 with a min grade of C- and PHYS 202 and PHYS 234 with a min grade of C-.

CHEM 422 - PHYSICAL CHEMISTRY II - QUANTUM MECHANICS
Fundamentals of quantum mechanics, angular momentum, electronic structure of atoms and molecules, and introduction to spectroscopy.
Credits: 2,3
Course Notes: CHEM 202, CHEM 212, and PHYS 234 required.

CHEM 423 - PHYSICAL CHEMISTRY - ATOMIC & MOLECULAR SPECTROSCOPY
Introduction to quantum theory followed by atomic spectroscopy, molecular rotational, vibrational and electronic spectroscopy, and group theory.
Credits: 2,3
Course Notes: CHEM 202 with a min grade of C- and CHEM 212, with a min grade of C- and PHYS 231 or PHYS 201 233 with a min grade of C- and, PHYS 232 or PHYS 202 234 with a min grade of C-.

CHEM 427 - INORGANIC CHEMISTRY
Survey of theoretical and synthetic inorganic chemistry. Atomic theory, bonding theory, crystal structure, chemical periodicity, coordination compounds, acid-base systems, and molecular symmetry.
Credits: 3
Course Notes: Must have CHEM 202 and 212 or equivalent with a min grade, of C-.

CHEM 444 - BIOINORGANIC CHEMISTRY
Survey of biological molecules that involve metal ions and/or metal-containing cofactors; the interaction and biological significance of metal ions including medicinal applications.
Credits: 3
Course Notes: CHEM 212 with C or better; BIOL 301 recommended.

CHEM 447 - ADVANCED INORGANIC CHEMISTRY LAB
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. The lecture covers theoretical and practical background for physical methods in experimental inorganic chemistry, including group theory.
Credits: 2-5
Course Notes: CHEM 202 with a min grade of C- and CHEM 212 with a min grade of C-.

CHEM 452 - MEDICINAL CHEMISTRY
Chemistry and pharmacology of the principal classes of drugs; history of the development of medicinal chemistry; mechanisms of drug action; relationships between molecular structure and biological activity; the literature of medicinal chemistry; evaluation of potential drugs; perspective on the design of new drugs.
Credits: 3
Course Notes: Graduate standing

CHEM 465 - AQUATIC TOXICOLOGY
This course will explore the world of anthropogenic toxicants: harmful elements or compounds whose level in the environment is increased by human activities. The course will take a look at toxicants as they are released by human activities, enter and move through the aquatic system, chemically react with natural measures of water quality, interact and are taken up by living organisms and ultimately cause some kind of harmful effect at the cellular, individual, population and community levels. Students will be expected to research and present information on major topics in aquatic toxicology to the class, expanding the class base of knowledge and contributing to a “living textbook” of toxicological information.
Credits: 3
Course Notes: Graduate status.

CHEM 481 - POLYMER CHEMISTRY
Synthesis, physical and analytical characterization, and use of polymers, including fibers, plastics, coatings, and resins. Morphology and rheology of polymers.
Credits: 3
Course Notes: CHEM 202 and CHEM 212 both with a min grade C-.

CHEM 485 - THESIS
Independent laboratory research culminating in a written thesis under supervision of a faculty sponsor and thesis committee.
Credits: 1-6
CHEM 492 - RESEARCH IN CHEMISTRY
Independent field- or laboratory-based research experience under the supervision of a faculty sponsor. A minimum of 3 completed semester hours will fulfill the research requirement for the MS degree. Up to 3 semester hours may be applied toward thesis requirements. Students may register in consecutive semesters.
Credits: 1-4
Course Notes: Consent of instructor. $100 per semester hour., Students must arrange for independent laboratory, research experience with a science, faculty member prior to registration.

CHEM 493 - CHEMISTRY SEMINAR
Reading and critiquing chemical literature. Experience in technical presentations and library research. Outside seminar speakers. (1)
Credits: 1
Course Notes: Consent of Instructor

CHEM 495 - INDEPENDENT STUDY
Credits: 1-6
Course Notes: Consent of instructor
CST 406 - BIG DATA
Coverage of approaches and methods for very large-scale data collections (Big Data). Also covers the place of Big Data in society and in business including economic, social, ethical and cultural implications. Students will learn to use map-reduce workflows and Big Data tools such as the Hadoop ecosystem.
Credits: 3
Course Notes: Prerequisites: CST 250 or CST 365, or MATH 231 or MATH 245 or, (MATH 121 and ECON 234) with a min, grade of C-.

CST 408 - ADVANCED ALGORITHMS
Credits: 3
Course Notes: CST 280 with a min grade of C- or concurrent.

CST 410 - FORMAL LANGUAGES AND AUTOMATA
Finite automata and regular languages. Push-down automata and context-free languages. Turing machines and models of computations. See also Math 410.
Credits: 3
Course Notes: CST 280 and Math 245 both with a min grade C- required.

CST 411 - SEMINAR IN ARTIFICIAL INTELLIGENCE
New developments in Artificial Intelligence (AI) such as multi-agent decision making, inference in the presence of uncertainty, constraint satisfaction, etc. The course has a seminar format: students will be asked to read, analyze and present papers.
Credits: 3

CST 412 - SEMINAR IN THEORY OF COMPUTATION
Recent developments in foundations of computing, new computing paradigms and applications, analysis of algorithms for emerging areas of computer science. Examples of course topics include algorithms for social networking, algorithms of computer learning, computational economics, new CS paradigms of measure and conquer, inclusion/exclusion, and sieve design. The course has a seminar format: students will be asked to read, analyze and present papers.
Credits: 3
Course Notes: CST 280 with a min grade of C required.

CST 413 - SEMINAR: INFORMATION IN SOCIETY
Focuses on the design and use of collaborative technologies to communicate, share information and coordinate activities. Emphasis will be on the behavioral and social aspects of adopting and using collaborative technologies. However, Computer-Supported Cooperative Work (CSCW) is a socio-technical discipline and the course will cover some technical material. The course includes a discipline overview and history as well as a range of selected topics.
Credits: 3

CST 415 - PARALLEL SYS & HIGH PERFORMANCE COMPUTING
Parallel architectures, present and future; performance criteria and measures; benchmarks; limitations and scalability; the future of high performance computing.
Credits: 3
Course Notes: CST 280 with a min grade C required.

CST 421 - DATA MINING
Methods of knowledge discovery in massive data, i.e. the study of computer-assisted process of digging through and analyzing enormous data sets and then extracting the ‘meaning’ of the data by applying mathematical methods. The methods that we study in this course are designed to predict behaviors and future trends based on existing data. Topics include classifications techniques, clusterization techniques, association rule discovery techniques, techniques for improving data quality.
Credits: 3
Prerequisites: MATH 246 and (MATH 217 or ACSC 300 or ACSC 347 or ECON 234 or MATH 347)

CST 423 - COOPERATION AND COMPETITION -- GAME THEORY AND APPLICATIONS
Study of the ways in which strategic interactions among autonomous agents produce outcomes with respect to the preferences (or utilities) of those agents. This course covers game-theoretic foundations of cooperative and non-cooperative behavior of independent agents. The course emphasizes applications drawn from artificial intelligence, decision theory, economics, psychology, business management and finance.
Credits: 3
Prerequisites: CST 150 and Math 232 and Math 300
CST 440 - COMPUTER ARCHITECTURE
Internal organization of the components of computer systems with special focus on the design and implementation of the central processing unit and the internal hardware and software structure of a CPU that is normally hidden from the programmers using a high level language. Topics will include combinatorial and sequential circuits, adders, shift registers, computer logic and arithmetic, encoders, decoders, flip-flops, latches, gates and Boolean algebra. Advanced topics include busses, ALU's, memory, cache.
Credits: 3
Course Notes: CST 150 with a min grade of C- required.

CST 442 - SATELLITE COMMUNICATIONS
The student will become aware of the history and evolution of radio communications and the technological and economic advantages and problems with satellite communications. This will be demonstrated by the students through examinations, reports and class discussion and lab projects. Topics include radio communications, path loss, antennas, orbit calculations and tracking and radio bands.
Credits: 3
Course Notes: CST 246 with a min grade C- or CST 250 with a min grade, of C- required.

CST 444 - O.O.P & WEB SERVICES
An intensive 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, classes, function overloading and default arguments, operator overloading, event-driven programming, polymorphism and UML. Extensive programming required.
Credits: 3
Course Notes: CST 250 with a min grade C- or CST 365 with a min grade C-, required.

CST 446 - CODING THEORY
Various techniques for developing and implementing codes that can be used to reliably transmit data in the presence of noise. Topics include Hamming codes, error detection and correction mechanisms, linear codes, and cyclic codes.
Credits: 3
Course Notes: CST 280 and Math 245 both with min grade C- required.

CST 450 - BOOLEAN ALGEBRA & SWITCHING
Logic gates and Boolean algebras. Fundamental building blocks: flip-flops, counters and registers. Logic expressions, minimization. Digital arithmetic. See also Math 450.
Credits: 3
Course Notes: Math 245 or MATH 290 with a min grade C- required.

CST 451 - 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. Basic algorithms will be covered. See also BIOL 461.
Credits: 3
Course Notes: Biol 301 with a min grade C- or instructor consent required.

CST 454 - LOCAL AREA NETWORKS
A practical examination of network topologies, protocols, and operating systems such as Windows NT, UNIX, and NetWare. The OSI 7 layer network model is covered, along with packet switching, text compression, TCP/IP and file transfer protocols. Hands-on network lab experience included.
Credits: 3
Prerequisites: CST 246

CST 455 - GRADUATE SEMINAR
Course content varies. Study of the current state of research in a designated area of the computer science. A faculty member introduces initial study of the fundamentals, followed by the study of recent publications chosen by a faculty member.
Credits: 3
Prerequisites: CST 280
Course Notes: Instr. consent. Cst 280 with a min grade C- required.

CST 457 - SYSTEMS PROGRAMMING
Introduction to programming at the system level. Programming methods and issues which 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.
Credits: 3
Course Notes: CST 250 or CST 365 with a min grade C- required.

CST 465 - 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 programming with JAVA in UNIX and Windows environments. A computer use course.
Credits: 3
Course Notes: CST 150 with a min grade of C-.

CST 466 - CRYPTOGRAPHY
Tools and techniques used to secure communications. Topics include data encryption, public and private keys, user authentication techniques and access controls. DES, AES and trap door algorithms will be covered.
Credits: 3
Course Notes: One course in Data Communications with a C-or, higher or instructor's consent required.

CST 467 - WEB-BASE DATABASE APPLICATIONS
Interactive web-based applications that use one or several databases. Theoretical and project oriented.
Credits: 3
Course Notes: Any 200 level programming course with a C-or, higher or CST 333 and CST 365 or CST 250 with a min grade C-.

CST 468 - INTERNET SECURITY
An in-depth study of Internet security focused on contemporary threats and countermeasures. A number of threats will be discussed including protocol vulnerabilities, denial of service attacks, malware, and other readily available hacking tools. The security mechanisms used to thwart these threats include firewalls, proxy servers, and other security techniques and tools.
Credits: 3
Course Notes: Must have one course in Data Communication with a C-or, higher or instructor's consent.

CST 471 - 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. Functional languages like LISP and ML are studied as well as logic programming.
Credits: 3
Course Notes: 9 Credit Hours of Computer Sci. Min grade, of C- required in prerequisite work.
CST 472 - PROGRAMMING LANGUAGES
Global properties of algorithmic languages including scope of declarations, storage allocation, binding time of constituents, subroutines, and tasks. List processing, string manipulation, data description, and simulation languages.
Credits: 3
Course Notes: CST 250 with a min grade C-.

CST 475 - COMPUTER FORENSICS
An introduction to the procedures and techniques used to identify, extract, validate, document and preserve electronic evidence. General legal issues such as the proper handling of evidence, chain of custody, and admissibility in court also covered. See also ACCT 475.
Credits: 3
Course Notes: Ability to download, install, and use basic computer, applications software is assumed.

CST 476 - DISTRIBUTED APPLICATIONS
Advanced topics in web programming and network applications. Use of existing protocols such as HTTP and FTP as well as technologies for designing custom protocols; chat, instant messaging, file sharing, and other technologies. Course includes programming with JAVA in UNIX and Windows environments. A computer use course.
Credits: 3
Course Notes: or any 200 level programming course or CST 250 with a min grade C- or CST 365 with a min grade C-.

CST 478 - PATTERN RECOGNITION
Statistical and semantical methods of pattern recognition and analysis. Image processing, control, decision making, and problem solving by computer.
Credits: 3
Course Notes: CST 280 with a min grade C- and Math 217 with a min grade C- required.

CST 480 - SPECIAL TOPICS
Course content varies. May be repeated for credit with different topics.
Credits: 1-3

CST 481 - INTELLIGENT SYSTEMS
Advanced problems of programming computers to perform tasks commonly regarded as requiring human intelligence. The cognitive aspects of human intelligence will be covered. Introduction to a functional decision language such as LISP or Prolog.
Credits: 3
Course Notes: CST 250 or 365 both with a min grade C- required.

CST 482 - COMPUTER GRAPHICS
Representation, manipulation, and display of two- and three-dimensional objects. Applications to specific problems, including computer games. OpenGL will be taught.
Credits: 3
Course Notes: Instructor consent or CST 250 and MATH 245 with a min grade C- required.

CST 485 - THESIS/PROJECT RESEARCH
Planning and implementation of research component of student's MS thesis or project.
Credits: 3,6
Course Notes: Approval of CST thesis sponsor and Dept. Chair required. Must be taken in a semester prior to either CST 490 or, CST 499.

CST 486 - INFORMATION RETRIEVAL
Theory and practice of information retrieval with emphasis on applications to web search. Focus on traditional information retrieval topics (retrieval models, indexing, classification, clustering, etc.) and more recent techniques (ranking of web pages, recommender systems, etc.).
Credits: 3
Course Notes: CST 280 with min grade C- or CST 250 and CST 333 both with a min grade C-.

CST 489 - SPECIAL TOPICS: COMPLEXITY/DECIDABILITY
Credits: 3
Course Notes: MATH 217 with a min grade of C- or (ACSC 347 with a min, grade of C- or MATH 347 with a min grade of C-), or Consent of Instructor.
Course requires MATLAB, (a mathematical software package). MATLAB is available, on all campus labs (Auditorium, Gage, and Schaumburg). Students who cannot access the software on campus will need to purchase a student version of MATLAB (approximately $99).

CST 490 - MASTERS THESIS
Completion of the MS thesis.
Credits: 3
Prerequisites: CST 485
Course Notes: Approval of CST faculty sponsor and Dept. Chair.

CST 490Y - MASTERS THESIS COMPLETION
Continuation of the CST Master's Thesis.
Credits: 0
Prerequisites: CST 485
Course Notes: Approval of CST faculty sponsor and Dept. Chair. Students must register for this course if they fail to meet deadlines, for completion of CST 490.

CST 494 - INTERNSHIP: COMPUTER SCIENCE
Advanced in-service learning under faculty supervision.
Credits: 1-3
Course Notes: Consent of Faculty Supervisor required.

CST 495 - INDEPENDENT STUDY
Study conducted under the guidance of appropriate faculty member. Proposal must state purpose of study, problem, methods, and means of evaluation.
Credits: 2,3
Course Notes: Consent of advisor and Dept. Chair.

CST 499 - MASTERS PROJECT
Completion of the MS project.
Credits: 3
Prerequisites: CST 485
Course Notes: Approval of CST faculty sponsor and Dept. Chair.

CST 499Y - MASTERS PROJECT COMPLETION
Continuation of the CST Masters Project.
Credits: 0
Prerequisites: CST 485
Course Notes: Approval of CST faculty sponsor and Dept. Chair. Students must register for this course if they fail to meet deadlines, for completion of CST 499.
CONFLICT AND MEDIATION (CNMN)

CNMN 400 - CRITICAL AND CREATIVE THOUGHT
Focusing on critical thinking, creativity and logic this course will prepare students to evaluate conflict variables, identify fallacious lines of thinking and creatively generate solutions. Ethics and professionalism in the conflict resolution and mediation process are explored.
Credits: 3
Attributes: Adult Flex Track

CNMN 410 - INTERPERSONAL COMMUNICATION IN CONFLICT AND MEDIATION
Students examine the dynamics of interpersonal and intergroup conflict with emphasis on the role of identity in conflict.
Credits: 3
Attributes: Adult Flex Track

CNMN 420 - CONFLICT MANAGEMENT RESEARCH METHODS
This course introduces students to quantitative and qualitative research methods used in the study of conflict. Particular emphasis is placed on methods to assess conflict and evaluate interventions for specific environments.
Credits: 3
Attributes: Adult Flex Track

CNMN 430 - ALTERNATIVE DISPUTE RESOLUTION (ADR) CONTINUUM
Designed to provide students an understanding of the American Legal System and innovations in ADR, this course familiarizes students with dispute resolution processes such as negotiation, mediation, arbitration, early neutral evaluation and ombudspersons. Students learn the costs associated with and benefits of each process in the continuum.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 400 and CNMN 410

CNMN 440 - FACILITATION
In this highly interactive course, participants will learn to use facilitative skills. Students will develop skills in setting ground rules, applying communication strategies, and diagnosing and intervening barriers to positive facilitation.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 400 and CNMN 410

CNMN 450 - THEORIES OF CONFLICT AND MEDITATION
Designed to introduce students to the foundation and theories of conflict management, this course includes an interdisciplinary introduction to conflict, its sources and major theories.
Credits: 3
Attributes: Adult Flex Track

CNMN 460 - PUBLIC AND COMMUNITY CONFLICT
Students will examine the role of community dispute resolution in ADR and will apply mediation skills to problems of intervention in workplace/organizational conflicts. Students learn to manage public disputes that occur under the glare of public scrutiny, which require greater flexibility to facilitate large-group processes and deal with media outlets. Students also acquire substantive knowledge of and develop practical skills central to the resolution of intercultural and international conflict. Students examine the process of international conflict resolution through diplomatic negotiation and mediation.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 400 and CNMN 410

CNMN 465 - ORGANIZATIONAL AND LABOR CONFLICT AND MEDIATION
Issues relevant to conflict in the workplace and labor market are explored. Union negotiations, workplace bullying, intra and inter-organizational conflict and appropriate approaches to resolution.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 430

CNMN 468 - FAMILIAL AND INTERPERSONAL CONFLICT AND MEDIATION
This course will explore the dynamics of interpersonal and familial conflict and the issues that are particular and relevant to this pervasive form of conflict. Appropriate resolution strategies and boundaries are discussed.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 430

CNMN 475 - NEGOTIATION TACTICS/NEGOTIATION
This course provides students an understanding of the fundamentals of negotiation theory through a format that includes lecture, role-play, focused exercises and case study. Covered concepts include game theory, distributive and integrative bargaining, principled negotiation, psychological barriers to settlement, and negotiation ethics.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 430

CNMN 480 - CONFLICT SIMULATION
Students apply their conflict resolution skills through a series of simulations. Students will serve as mediator and disputants in these simulated case studies as preparation for applied practicums in live situations.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 400 and CNMN 410
Course Notes: Additional Practicum course fee

CNMN 485 - SPECIAL POPULATIONS AND CURRENT MEDIATION TOPICS
Special topics relevant to particular populations, situations or current events in the mediation and conflict field are explored.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 430
CNMN 490 - ADVANCED APPLIED SKILLS PRACTICUM II
Students apply conflict resolution skills under the supervision of an experienced conflict resolution expert. Placements will be scheduled via the faculty in a Cook County Court. The Advanced Applied Skills course is only offered in the summer and students will be required to attend some court days during the daytime to complete the course. The course does not require full time attendance during the day.
Credits: 3
Attributes: Adult Flex Track
Prerequisites: CNMN 400 and CNMN 410
Course Notes: Additional Practicum fee required
CONTINUING EDUCATION (CED)

CED 400 - SPECIAL TOPIC
Credits: 3

CED 401 - SPECIAL TOPIC
Credits: 3

CED 402 - MTHDS ELL SEC SCI
Credits: 0
CREATIVE WRITING (CRWR)

CRWR 431A - FICTION FORMS WORKSHOP
This course provides a broad history of the genre combined with the workshop format. Emphasis will include developing an understanding of basic fictional elements such as: point of view, voice, character, plot, setting, imagistic patterning, structure, movement, pacing and others. It is a prerequisite for all other fiction workshops.
Credits: 3
Course Notes: MFA standing or consent.

CRWR 431B - TOPICS: FICTION WORKSHOP
This workshop builds on the core concepts explored in the Fiction Forms course. Students will concentrate on developing their fiction portfolio while focusing on a selected body of readings to further solidify their knowledge of fictional forms. Emphasis may vary: Finding Voice; The Short Story Collection.
Credits: 3
Prerequisites: CRWR 431A or ENG 431A

CRWR 432A - POETRY FORMS WORKSHOP
In the 21st century, why write in a poetic form, like a sonnet or a villanelle? Do forms still have currency? Yes, and many poets use them to control chaotic content, to enjoy the ringing tones of rhyme and repetition, and as an exercise, to stretch and develop their poetic muscles. We’ll explore some of the familiar patterns but also dive into some wacky contemporary forms and enjoy the transgressive pleasures of bending an already existing pattern to new purposes. All explorers welcome as we write our way around the world, from the Elizabethan and Italian sonnets to the Japanese renga, with stops in Wales, Spain, and the Middle East.
Credits: 3
Course Notes: MFA standing or consent.

CRWR 434A - CREATIVE NONFICTION FORMS WORKSHOP
This course provides a broad history of the genre combined with the workshop format. Emphasis will include developing an understanding of basic creative nonfiction elements such as voice, point of view, distance versus intimacy, truth versus memory, imagistic patterning, structure, setting, research, and others. It is a prerequisite for all other creative nonfiction workshops.
Credits: 3
Course Notes: MFA standing required.

CRWR 434B - TOPICS: NON FICTION WORKSHOP
This workshop builds on the core concepts explored in the Nonfiction Forms course. Students will concentrate on developing their creative nonfiction portfolio while focusing on a selected body of readings to further solidify their knowledge of creative nonfiction forms. Emphases may vary: Humor in Creative Nonfiction; The Memoir; The Researched Essay Collection.
Credits: 3
Prerequisites: ENG 434A or CRWR 434A
Course Notes: or consent.

CRWR 435 - SPECIAL TOPICS IN 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.
Credits: 3
Prerequisites: ENG 431A or ENG 434A or CRWR 431A or CRWR 434A
Course Notes: MFA standing required.

CRWR 437 - SCREEN WRITING
Students produce a full-length screenplay in a workshop atmosphere, practicing techniques used by professional screen writers to create complex characters, thrilling action, and original plots. Some attention to marketing the screenplay, including the treatment and pitch.
Credits: 3
Course Notes: MFA standing or consent.

CRWR 483 - LITERARY MAGAZINE INTERNSHIP
All student staff edits Oyez Review, a literary journal featuring fiction, poetry, and creative nonfiction, published at Roosevelt for over 40 years. Hands-on internship in editing, designing, producing, publicizing, and distributing the journal. Some instruction in protocols for book, magazine, and newsletter publishing.
Credits: 3
Course Notes: MFA program or instructor's consent.

CRWR 484 - SMALL PRESS PUBLISHING INTERNSHIP
Credits: 3

CRWR 490 - MFA IN CREATIVE WRITING THESIS
A substantial project in creative writing—a novel or collection of stories or essays—developed over two semesters.
Credits: 3-6

CRWR 490Y - CREATIVE WRITING THESIS CONTINUATION
Credits: 0

CRWR 495 - INDEPENDENT STUDY
Credits: 3
Attributes: Humanities
Course Notes: Consent of Instructor Required
ECON 402 - 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; the theories and methodologies of some great economists, such as Adam Smith, David Ricardo, Karl Marx, and Lord Keynes.
Credits: 3
Course Notes: or instr consent

ECON 403 - ECONOMICS FOR DECISION MAKERS
Economic concepts and analysis applied to understanding domestic and global commerce, government policies towards business, and business policies towards other businesses. How to use economic analysis to read and interpret economic reports. Focus on microeconomics, macroeconomics, and international trade. For MBA students and other non-economics graduate students; no credit for economics majors.
Credits: 3
Course Notes: No credit for ECON majors.

ECON 405 - MODERN POLITICAL ECONOMY
Exploration of topics from Marxist, Post-Keynesian, and institutionalist approaches to political economy; focus on their philosophical foundations and political implications. May include theories of historical materialism, alienation, value and distribution, crises and depression, democracy and the state, economic and labor history, and the world capitalist system.
Credits: 3
Course Notes: Graduate standing

ECON 406 - INDUSTRIAL ORGANIZATION
Evolution of institutional organization of industry in American economy.
Trade associations, cartels, price leadership, and governmental regulatory agencies.
Credits: 3
Prerequisites: ECON 423
Course Notes: or instr consent

ECON 408 - FEMINIST ECONOMICS: HISTORY, THEORY, AND POLICY
This is a non-traditional study of the economic situation of women in the United States. Most economic analysis assumes the individual chooses to make mutually beneficial change the focus here gives attention to the interrelation between the family, the labor market, and the government in determining women economic fortunes
Credits: 3
Course Notes: WGS grad students may enroll with permission of instructor.

ECON 408W - WOMEN AND ECONOMICS
Credits: 0

ECON 409 - 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.
Credits: 3

ECON 410 - CONTEMPORARY AMERICAN POLITICS, ECONOMICS, AND POLICY
The broad outlines of the neoclassical, Keynesian, institutionalist, and Marxian perspectives in economics; how these theoretical perspectives have been used to analyze American political economy and policy in the 1980s and 1990s.
Credits: 3
Prerequisites: ECON 421 or ECON 423

ECON 417 - ECONOMICS OF WORK AND LABOR
This course will investigate the changing nature of work including such topics as: contingent labor, part-time work, the low-wage labor market, outsourcing, unionization, and consultancy. These topics will be explored both theoretically and empirically with an emphasis on how different schools of thought within economics try to make sense of the contemporary labor market.
Credits: 3
Prerequisites: ECON 423
Course Notes: or instr. consent

ECON 418 - CONTEMPORARY PROBLEMS IN COLLECTIVE BARGAINING
Current status of labor-management relations concerning union organizing and collective bargaining. Topics include challenges to union organizing and growth; effects of unions on wages, productivity, profits, and inflation; and significance of labor market flexibility.
Credits: 3
Prerequisites: ECON 423 or ECON 421
Course Notes: or instr. consent. ECON 403 required for MBA students.

ECON 420 - GOVERNMENT & BUSINESS
How government regulation affects the economy. Case studies of regulation in railroad, airline, oil, and other industries.
Credits: 3

ECON 421 - MACROECONOMIC THEORY
A first graduate course in macroeconomics. Analysis of the determination of output, employment, price level, and economic growth. Special attention to the nature of the business cycle and possibilities for countercyclical government monetary, fiscal, and incomes policies.
Credits: 3

ECON 423 - MICROECONOMIC THEORY
A first graduate course in microeconomics. Neoclassical microeconomics with a critical perspective. Analysis of supply, demand, production, and costs; price determination under conditions of perfect and imperfect competition; theory of income distribution.
Credits: 3

ECON 426 - THEORIES OF JUSTICE
The course will explore some fundamental questions about economic justice in a dialogical and interdisciplinary context. Student will read selections from classic texts (Aristotle to Walzer) as well as journal articles by contemporary theorists.
Credits: 3

ECON 433 - COMPARATIVE ECONOMIC SYSTEMS
Case studies of selected countries; may include liberal capitalism, state socialism, corporatist capitalism, social democracy, democratic socialism, transitional economies, and developing economies. The relationship between political economic theory and actual economic systems and policies.
Credits: 3
Course Notes: or instr. consent
ECON 436 - QUANTITATIVE ANALYSIS FOR MANAGERS
Covers quantitative techniques used in human resource management, market research, operations management, I/O psychology and other business research arenas. Students are provided both a conceptual understanding of the various statistical tests available and the ability to interpret the results of quantitative analyses which support decision-making in a business context. Topics include problem analysis, research design, data presentation, probability, regression analysis, statistical inference, and other related techniques. Cross-listed with MGMT 403.
Credits: 3
Prerequisites: ECON 403
Course Notes: or ECON 436 graduate standing.

ECON 439 - PUBLIC FINANCE
Why are 46 states facing budget crises? Public finance is the course that deals with this question, both in terms of theory and practice. Topics include public choice theory, the budget process, debt finance, tax analysis, non-tax revenue sources, and revenue forecasting. We will also explore alternative theories of the role of the state and tax incidence.
Credits: 3
Prerequisites: ECON 423
Course Notes: Graduate standing

ECON 440 - ADVANCED MACROECONOMIC THEORY
Basic macroeconomic theories refined, extended, and critiqued.
Credits: 3
Prerequisites: ECON 421 and ECON 463
Course Notes: or instr. consent

ECON 446 - INTRODUCTION TO ECONOMETRICS
Construction of econometric models, statistical testing of economic hypotheses, and estimation of parametric values in economic relationships using regression analysis. Computer applications.
Credits: 3
Prerequisites: ECON 436
Course Notes: or instr. consent

ECON 450 - TOPICS IN ECONOMICS & FORECASTING
Advanced topics in econometrics that may include matrix formulations of regression models, regression diagnostics and residuals analysis, stepwise regression, time series data and time series models (serial correlation of residuals, Akaike Information Criterion, Durbin-Watson test), ARIMA models, systems of equations, and Seemingly Unrelated Regression. Excellent preparation for quantitative research and advanced graduate work. Background in statistics and linear regression models required.
Credits: 3
Prerequisites: ECON 446

ECON 452 - URBAN ECONOMIC DEVELOPMENT
Interdisciplinary approach to theories of urban/local economic development including economics, planning, political science, finance, sociology, and marketing. Application of theories to real world economic issues including local area, business, community, human resource development, high technology, and technology transfer. (3)
Credits: 3
Course Notes: Instr. consent

ECON 455 - RHETORIC AND WRITING IN ECONOMICS AND THE SOCIAL SCIENCES
An introduction to the varieties of rhetorics employed in economics and other human sciences, including parts of philosophy and statistics. Practices of reading for the variety of rhetorics will be complemented by practices of writing for them. Students will learn to write persuasively in their home disciplines, and in several different genres.
Credits: 3
Prerequisites: ECON 421 or ECON 423
Course Notes: or consent of instructor.

ECON 460 - INTERNSHIP IN ECONOMICS
Internship in Economics.
Credits: 3

ECON 463 - MATHEMATICS FOR ECONOMICS
Mathematical tools and techniques in modern Keynesian, Neoclassical, Marxian, and Neocardian economic theories. The methodology of mathematical economics, sets, functions, matrix algebra, comparative statistics, and differential calculus. A secure understanding of college algebra is presumed on the part of the student as prerequisite for taking this course.
Credits: 3
Prerequisites: ECON 423 and ECON 463
Course Notes: or instr. consent

ECON 465 - ADVANCED MICROECONOMIC THEORY
Neo-classical and non-neoclassical analysis of the microfoundations of aggregate economic activity with applications to distribution and fairness, growth and innovation, regulation, industrial policy, theories of the firm, of consumer behavior, and class conflict.
Credits: 3
Prerequisites: ECON 423 and ECON 463

ECON 470 - ECONOMICS OF PUBLIC POLICY
Seeking solutions to the problems of the world using basic economic principles and analysis. Exploring market interventions and shaping government actions to make society better off. Discussions, lectures, films, the Internet, and debates are utilized. Ideas of political candidates and policy pundits are examined. Topics can include Universal Health Care, Affordable Housing, Global Poverty, Pollution Control, Crime, Minimum Wage, the Maxwell Street Market, China, Alternatives Indicators, and Slavery.
Credits: 3

ECON 472 - PUBLIC FINANCE
Public expenditure theory, supply and demand of public goods, and criteria for optimal allocation of resources. Philosophy, practice, and incidence of taxation.
Credits: 3
Prerequisites: ECON 421 or ECON 423
Course Notes: or instr. consent

ECON 474 - 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.
Credits: 3
Prerequisites: ECON 421 or ECON 423
Course Notes: or instr. consent
ECON 476 - INTERNATIONAL TRADE & IMPERIALISM
Theory of international trade, international movements of capital and labor, and national commercial policies; economic analysis of multinational corporations and question of imperialism.
Credits: 3
Prerequisites: ECON 421 or ECON 423
Course Notes: or instr. consent

ECON 477 - INTERNATIONAL FINANCE & 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.
Credits: 3
Prerequisites: ECON 421 or ECON 423
Course Notes: or consent

ECON 490 - THESIS
Credits: 3

ECON 490Y - MASTERS THESIS COMPLETION
Credits: 0

ECON 495 - INDEPENDENT STUDY
Credits: 1-6
EDUC: COUNSELING & HUMAN SERVICES (CHS)

CHS 400 - FOUNDATIONS OF THE COUNSELING PROFESSION
This course provides a comprehensive overview of the counseling profession. Students will explore historic, philosophical, and sociocultural trends in the field of counseling. Topics include: professional roles, functions, specialties, employment trends, preparation standards, credentialing, and ethical standards. An experiential portion of this course will introduce students to basic counseling skills. Credits: 3

CHS 401 - PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE IN COUNSELING
This course explores the legal, ethical and professional choices faced by practicing counselors and human service professionals. A wide variety of issues and topics will be covered, including program orientation and overview of academic and clinical requirements, academic integrity, ethical decision-making models, professional standards, counselor values and attitudes, counselor competence and supervision, client rights and confidentiality, dual relationships and ethical issues in research and testing. Credits: 3

CHS 406 - STATISTICS & RESEARCH METHODS IN COUNSELING
Research methods, statistical analysis, needs assessment, and program evaluation. Methods of evaluating counseling process and program effectiveness; review of descriptive statistics; study of inferential statistics; legal and ethical considerations; and fundamentals of writing the research report. Credits: 3

CHS 411 - SOCIAL & CULTURAL FOUNDATIONS
Sociological studies on cultural context of relationships, issues, and trends in a multicultural and diverse society; factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couple, families, ethnic groups, and communities. Studies also include interpersonal communication among staff, schools, and community. Credits: 3

CHS 413 - FOUNDATIONS OF COUNSELING THEORY AND PRACTICE
Philosophical foundations of counseling with concentrated study of counseling theories; historical and contemporary theories; diversity issues relevant to counseling theories and student's personal philosophical and theoretical beliefs. Credits: 3

CHS 414 - SCHOOL COUNSELING, ENVIRONMENT, & CONSULTATION
The elementary and secondary school counselor's role. History, trends, professional identity, and cultural, legal, and ethical influences. ACA and ASCA ethical standards. Coordinating program components; program development; individual and group guidance; peer facilitation; and consultation. Credits: 3

CHS 415 - THE SCHOOL ENVIRONMENT, CLASSROOM MANAGEMENT, AND CONSULTATION
Introduction to career development and educational planning in K-12 settings and across the life span. The focus will be on applying career counseling in a school context through clinical experiences and case studies. Credits: 3

CHS 416 - HUMAN APPRAISAL
Individual and group approaches to assessment and evaluation. Topics include historical perspectives on assessment; standardized norm-referenced, criterion. Credits: 3

CHS 417 - CAREER AND LIFE-STYLE PLANNING
Topics include career theories and decision-making models; assessment instruments and technology-based applications; processes, strategies, and resources available to the career counselor; program planning, organization, and administration; and interrelationships among work, family, and other life roles, including diversity and gender. Clinical observations and case studies consistent with student's career direction. Credits: 3

CHS 418 - ORGANIZATION, ADMINISTRATION, & LEADERSHIP OF EFFECTIVE SCHOOL COUNSELING PROGRAMS
The skills necessary to planning and implementing effective school counseling programs. Topics include needs assessment, program planning, and program evaluation. Credits: 3

CHS 419 - PSYCHOPATHOLOGY: DIAGNOSIS & TREATMENT PLANNING
Training in diagnosis and treatment methods for mental and emotional disorders. Skills in completing assessment interviews, establishing short- and long-range goals, and writing treatment plans. Credits: 3

CHS 420 - MARRIAGE AND FAMILY COUNSELING
Preparation for counselors, educators, and other human service personnel to provide assistance to couples and families seeking marriage and family counseling. Methods and techniques of marriage and family counseling in didactic and experiential formats. Various theoretical perspectives. Credits: 3

CHS 421 - THEORIES OF GROUP DYNAMICS AND COUNSELING
Theories of group counseling and principles of group dynamics. Historical developments, diversity issues, and contemporary research findings. Participation in an ongoing group required. Group guidance concepts as a significant component of the educational and prevention aspects of a counseling program. Credits: 3

CHS 422 - TOPICS IN SUBSTANCE ABUSE AND ADDICTIVE DISORDERS
Theoretical concepts and practical techniques unique to the field of substance abuse counseling. Emphasis on the major areas of substance abuse and treatment as it relates to psychoactive drugs. Non-psychoactive drugs frequently misused; legal, recreational or social drugs frequently misused. Credits: 3

CHS 423 - COUNSELING THE ADDICTED PERSON
A study of therapeutic models of intervention utilized with addicted clients, including strategies for individual, group, and family counseling. Assessment strategies are studied. Unique aspects and demands of addiction with regard to the helping process are discussed. Credits: 3
CHS 425 - SEMINAR: TOPICS IN COUNSELING
Exploration of selected topics in contemporary counseling.
Credits: 3

CHS 426 - PREPRACTICUM: TECHNIQUES-INTERVENTION
Study, demonstration, and role playing of techniques relevant to counseling theories presented in Chs 413. Emphasis on development of counselor’s abilities to evaluate self and counselee in the counseling relationship. Models of consultation are discussed. Students are placed in and oriented to field practicum site.
Credits: 3

CHS 427 - PRACTICUM: BEGINNING CLINICAL PRACTICE
A minimum of 150 hours of individually supervised clinical practice in a public or private agency. Classroom seminar required. Degree candidates must display ability to integrate theory and practice equivalent to that of a competent beginning counselor and show capacity for continued learning and growth on job. See Practicum/Internship Handbook.
Credits: 3

CHS 431 - CLINICAL MENTAL HEALTH COUNSEL
Combined didactic and seminar with focus on concepts, issues, and treatment protocols for mental health settings. Historical overview of the mental health movement; emphasis on social policies and their impact on the delivery of service to the mentally disabled. Psychopharmacology and best practice for mood, personality, and psychotic disorders. Focus on the mental health counselor’s role in comprehensive community mental health.
Credits: 3

CHS 457 - TOPICS/ISSUES IN HUMAN DEVELOPMENT
The nature and needs of individuals at all developmental levels, including theories of individual and family development, theories of learning and personality development; human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors affecting behavior; and strategies for facilitating optimum development over the life span. Cultural, legal, and ethical considerations.
Credits: 3

CHS 460 - PRE-PRACTICUM I: BASIC COUNSELING SKILLS AND TECHNIQUES
This course focuses on the development of beginning counseling skills. Emphasis is placed upon the development of abilities to evaluate self, client and other counselors in the counseling relationship, and includes counseling process models, critical dimensions of helping, and experiences designed to assist students in the formulation of a personal philosophy system of counseling.
Credits: 3
Prerequisites: CHS 413

CHS 462 - PRE-PRACTICUM II: ADVANCED COUNSELING SKILLS AND TECHNIQUES
This course focuses on the development of advanced counseling skills. In addition to in-class presentation and skill demonstration, students are involved in laboratory and supervision meetings designed to facilitate skill development. This course assists students in developing an understanding of counseling processes from initial client contact to termination.
Credits: 3
Prerequisites: CHS 460

CHS 463 - COUNSELING PRACTICUM
This course provides for supervised counseling experiences in which students serve as counselors at pre-arranged and approved clinical mental health counseling or school settings, appropriate to their program emphasis. Degree candidates must display ability to integrate theory and practice equivalent to that of a competent beginning counselor and show capacity for continued learning and growth on job.
Credits: 3
Prerequisites: CHS 462

CHS 464 - CHILD & ADOLESCENT COUNSELING
The literature of child and adolescent counseling, including disorders and delays that affect social, emotional, cognitive, and physical development. How childhood difficulties are defined, diagnosed, and treated. The influence of multiple and interacting events that shape adaptive and maladaptive childhood development. Intervention strategies relevant to childhood disorders and developmental needs.
Credits: 3

CHS 490 - THESIS
Individual research and thesis writing. Student defines, designs, and implements an original research project.
Credits: 3

CHS 495 - INDEPENDENT STUDY
Individual study under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation.
Credits: 1-6

CHS 498 - INTERNSHIP: SCHOOL COUNSEL
Continued supervised experience initiated in Internship I. Three hundred hours of counseling and counseling related activities in a school and RU seminars. Case study approach, multicultural counseling, supervision, prevention, consultation, and special populations. See Practicum/Internship Handbook.
Credits: 3
Course Notes: Registration by permission of advisor.

CHS 498Y - INTERNSHIP: SCHOOL CONTINUATION
This course is a continuation of CHS 498 School Counseling Internship for students who have completed two semesters of CHS 498 but have not completed the required number of professional school counseling contact hours.
Credits: 0
Prerequisites: CHS 498

CHS 499Y - INTERNSHIP COMPLETION
Credits: 0

CHS 599 - INTERNSHIP: CLINICAL MENTAL HEALTH
Continuation of CHS 597. Supervised clinical internship requiring 450 hours; all aspects of mental health counseling. Attendance in University seminars required; best practice for working with mood, personality, and psychotic disorders; consultation models; and supervision practice.
Credits: 3
Course Notes: Registration by permission advisor.

CHS 599Y - INTERNSHIP CONTINUATION
Continuation of CHS 599. Supervised clinical internship requiring 450 hours; all aspects of mental health counseling. Attendance in University seminars required; best practice for working with mood, personality, and psychotic disorders; consultation models; and supervision practice.
Credits: 0
EDUC: DUAL LANGUAGE TEACHER LEADERSHIP (DLTL)

DLTL 400 - SPANISH LANGUAGE AND HISPANIC CULTURES FOR EDUCATORS
In this course, participants are introduced to the fundamentals of Spanish grammar and gain knowledge of Hispanic cultures. Taught by a bilingual educator using materials that facilitate the Spanish language acquisition, this course is built around practical classroom situations and instruction and is based on sound principles of foreign language instruction that emphasize high frequency vocabulary, drill and practice, and opportunity for immediate application.
Credits: 3
Course Notes: Prerequisite for the Dual Language Teacher, Leadership program. The course can be waived if students, demonstrate written and oral fluency in Spanish.

DLTL 410 - FOUNDATIONS OF BILINGUAL & DUAL LANGUAGE EDUCATION
This course will give a comprehensive overview of historical, philosophical, theoretical, socio-cultural, and legislative foundations of bilingual and ESL education in the U.S. This course highlights dual language education, a form of bilingual education where all students learn content in two languages.
Credits: 3

DLTL 425 - CRITICAL ISSUES AND INQUIRY IN BILINGUAL & DUAL LANGUAGE EDUCATION
This course explores the history and research of the impact of migration, language policy, context and culture on individuals, groups, school, work, communities, and society. There is an emphasis on the teaching and learning of culturally and linguistically diverse populations in the U.S. particularly with those of Limited English Proficiency, and the professional development of their teachers.
Credits: 3

DLTL 443 - ACADEMIC LANGUAGE DEVELOPMENT ACROSS THE CONTENT AREAS
This course provides instructional strategies and curriculum for teaching students learning English as a second language. Strategies focus on integrating academic language development and content instruction throughout all grade levels.
Credits: 3

DLTL 447 - BILITERACY PROGRAM DESIGN & DEVELOPMENT: READING, WRITING, & CROSS-LING METHODS FOR BILINGUAL TEACH
This course will give a comprehensive overview of theories, techniques, standards, and principles of teaching English Language Learners (ELL) and Bilingual students in Dual Language (DL) Programs. This course covers the conditions for cultivating biliteracy through dual language program design and effective instructional strategies across the curriculum for DL students.
Credits: 3
Course Notes: There are 10 hours of related field experiences, or clinical practices associated with this course.

DLTL 449 - EVALUATING BILINGUAL STUDENT LEARNING
This course explores issues, challenges, and techniques in the assessment of bilingual students. Assessments include formal accountability measures from standardized tests as well as authentic measures such as portfolios, projects, student self-assessment, curriculum-based assessment, observation and teacher-created tools such as rubrics and checklists.
Credits: 3
Course Notes: There are 10 hours of related field experiences, or clinical practices associated with this course.

DLTL 464 - EXPLORING TEACHER LEADERSHIP: FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS
Study of the characteristics of effective teacher leaders. Introduction to the roles and responsibilities of teacher leaders in the context of culturally and linguistically responsive schools and programs. Examination of how teacher leaders can improve teaching and learning in dual language programs.
Credits: 3

DLTL 467 - SUPERVISION, EVALUATION, AND PROFESSIONAL DEVELOPMENT OF BILINGUAL EDUCATORS
Exploration of the latest trends and best practices in teacher evaluation and supervision, with a focus on how teacher leaders positively impact school improvement of PreK-12 linguistically diverse students and dual language and bilingual teachers.
Credits: 3

DLTL 470 - TEACHER LEADER PRACTICUM - METHODS & MATERIALS FOR TEACHING ACADEMIC SECOND LANGUAGE
This course provides practical experience in planning, testing, curriculum development, classroom management, and teaching and learning with students and school personnel in a dual language classroom setting.
Credits: 3
Course Notes: There are 45 hours of related field experiences, or clinical practices associated with this course.

DLTL 474 - MEASUREMENT, EVALUATION, AND SUSTAINABILITY OF EFFECTIVE PROGRAMS
Introduction to program evaluation with attention to the assessment of language programs. Creation and selection of reliable and valid measures of programs, informed by a rich understanding of language development and assessment bias. Analysis of program evaluation data. Data interpretation for the purpose of determining program effectiveness, decision-making, and informing instruction.
 Credits: 3

DLTL 480 - INTERNSHIP: ADVOCACY FOR DUAL LANGUAGE EDUCATION
This course explores methods of advocacy for bilingualism and dual language education in schools and the community in order to sustain effective bilingual programming.
Credits: 3
Course Notes: There are 35 hours of related field experiences, or clinical practices associated with this course.
EDUC: EARLY CHILDHOOD (ECHD)

ECHD 405 - ASSESSMENT IN EARLY CHILDHOOD
Introduction to early childhood measurement and assessment techniques. Fundamentals of psychometric theory; structure and uses of standardized tests; skills for using alternative classroom assessment techniques for child study. Overview of identification and intervention strategies for children with special needs. Each student conducts a specific child study project using standardized and authentic measures. (3)
Credits: 3
Course Notes: ITCS Basic Skills Test with a min score of Pass required.

ECHD 409 - CHILD, FAMILY, AND COMMUNITY
Family, schools, and community involvement in educational programs; impact on child and family development and a child’s academic development. Twenty hours (20) of Service Learning (field experience) required.
Credits: 3
Course Notes: ITCS Basic Skills Test with a min score of Pass required.

ECHD 411 - HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION
Historical and philosophical perspectives of early childhood education goals and practices, program models, and issues. Emphasis on the influence of these foundations on current thought and practice.
Credits: 3
Course Notes: ITCS Basic Skills Test with a min score of Pass required.

ECHD 433 - PRIMARY MATH, SCIENCE, & SOCIAL STUDIES
Developmental theory and research in each of three curriculum areas. Foundation for selection and design of curriculum materials and activities appropriate for children in kindergarten and primary grades. Requires 25 clock hours of field experience.
Credits: 3
Course Notes: 25 clock hrs field exper., ICTS Basic Skills Test with min score Pass required.

ECHD 434 - 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. (3)
Credits: 3
Course Notes: ICTS Basic Skills Test with min score Pass required.

ECHD 436 - LITERACY IN EARLY CHILDHOOD EDUCATION: PRE-KINDERGARTEN
This course is designed to give students a framework from which to develop appropriate and effective language and literacy experiences for prekindergarten children. Children’s literature will provide a framework for prekindergarten language arts instruction.
Credits: 3
Prerequisites: ECHD 406 and ECHD 411 and ECHD 438
Course Notes: Cross-listed with ECHD 336

ECHD 437 - LITERACY IN EARLY CHILDHOOD EDUCATION: READING-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.
Credits: 3
Course Notes: 25 clock hrs. field exper., ICTS Basic Skills Test with min grade Pass required.

ECHD 438 - EARLY CHILDHOOD CURRICULUM: INFANT/TODDLER/PRESCHOOL
Analysis of content, materials, and organization for instructing children in infant, toddler, preschool, and kindergarten programs. Requires 25 clock hours of field experience.
Credits: 3
Course Notes: 25 clock hrs field exp. Advisor approval required., ICTS Basic Skills Test with min grade Pass required.

ECHD 447 - CURRICULUM AND METHODS
Credits: 8
Prerequisites: ECHD 435
Course Notes: Cohort Only., ICTS Basic Skills Test with min grade Pass required.

ECHD 470 - INFANT AND TODDLER CLASSROOMS
Students design and implement curriculum plans, and assess individual and group progress in infant and toddler settings. Students learn and demonstrate their understanding of a safe environment, multiculturalism, and health related practices.
Credits: 3
Course Notes: 25 Clock hours of supervised field experience

ECHD 474 - STUDENT TEACHING SEMINAR: EARLY CHILDHOOD EDUCATION
Supervised observation and teaching in preprimary and primary settings. Students design and implement curriculum plans and assess individual child and group progress; observe role of family and community in child’s education. Seminar discussions on educational setting and analysis of student’s own role in classroom and community, teaching strategies, and individual problems.
Credits: 6
Course Notes: Written advisor consent required., ICTS Basic Skills and Early Childhood Content Test with, a min score of Pass required., Course fee: $300 edTPA test fee

ECHD 475 - PRACTICUM: INFANT, TOD, PRES
Supervised observation and teaching in infant and toddler settings. Students design and implement curriculum plans, assess individual and group progress. Students demonstrate their understanding of the role of family and community in early childhood education. Seminar discussions focus on educational setting, teaching strategies, individual problems and an analysis of student’s own role in classroom and community.
Credits: 3
Course Notes: Written advisor consent., ICTS Basic Skills Test with min grade Pass required.
ECHD 482 - 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. Requires 20 hours of field experience. Credits: 3
Course Notes: Advisor consent only., ICTS Basic Skills Test with min grade Pass required.

ECHD 489 - TOPICAL WORKSHOP
Topics of special interest to early childhood educators offered in a workshop format. Offered as needed. Credits: 1-6
Course Notes: ICTS Basic Skills Test with min grade Pass required.

ECHD 495 - INDEPENDENT STUDY
Independent study conducted under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation. Credits: 1-6
Course Notes: ICTS Basic Skills Test with min grade Pass required.
EDUC: ED LEADERSHIP (ELOC)

ELOC 401 - DATA ANALYSIS/ACTION RESEARCH
The major goals of this course are to develop competencies in data analysis and action research methods. Regarding the former, students gain the ability to interpret the results of testing and research. To this end, the course covers how to examine trends in results with a view toward using information to provide direction for school improvement initiatives taken by school leaders. Being adept at such examination increases effectiveness and efficiency in carrying out improvement projects. Students learn how action research can be applied as a systematic approach taken by practitioners to solve real-world problems. In this regard, a problem situation is analyzed from which an intervention (action) is planned, implemented, and assessed with respect to its effectiveness in solving the problem. The knowledge and skills gained through instruction in data analysis complement the action research process.

Credits: 3
Course Notes: Admission to MA Program in Educational Leadership.

ELOC 411 - DIVERSITY, SCHOOLS, & COMMUNITY
Social problems of education from a sociological, social psychological, and anthropological perspective. Emphasis on key concepts derived from these disciplines as they apply to problems faced by teachers, counselors, and administrators with an analysis of implications for a diverse community. Interpersonal communications within the school and between school and community. Clinical experiences.

Credits: 3
Course Notes: Admission to MA Program in Educational Leadership.

ELOC 412 - SCHOOL, FAMILY, AND COMMUNITY RELATIONS
This course is designed to prepare educational decision makers to be able to deal with the development of school, family and community relations and partnerships which will have the result of community understanding of the schools vision, purpose, functions, achievements and needs. Students will examine how educational leaders can partner with families and communities to improve school programs and increase student success. The relationship among school administration, community, and teachers will be explored, and strategies for nurturing productive working relationships among these and other involved groups will be discussed as they relate to the ultimate goal of school improvement. Topics include open school and healthy school issues, techniques and instruments for evaluation of school climate, organizational theory and culture, educational planning and change strategies.

Credits: 3
Course Notes: Admission to MA Program in Educational Leadership.

ELOC 430 - THEORY & PRACTICE EDUCATIONAL LEADERSHIP
Organization, administration, supervision, and governance of schools. Theories, research, principles, and practices that facilitate the leader’s management and evaluation of school personnel as well as interaction with the community. Theories of transformation leadership, organizational development, open social systems, shared decision making, and the school as a learning organization. Analysis of societal, political, and technological trends that impact the delivery of effective school programs.

Credits: 3

ELOC 432 - SCHOOL FINANCE AND BUDGET
In this course students will explore the historical, philosophical and political underpinning of the financing of U. S. public education. In addition, they will explore both the state and local public school funding systems including how to prepare and manage district budgets as well as local school budgets. Particular attention will be given to the role of politics and the legal requirements which impact school funding.

Credits: 3

ELOC 433 - EDUCATIONAL LAW
In this course students will explore the historical, philosophical and political foundation of public education and they relate to the legal aspects of school administration. Students will not only develop an understanding of important legal requirements necessary to administer public schools but will also learn how to apply their new knowledge in the daily operation of the school. Through a variety of instructional approaches including case study analysis, students will explore in-depth each of the course topics listed.

Credits: 3
Course Notes: Admission to Educational Leadership Program.

ELOC 440 - LEADERSHIP IN HUMAN RESOURCES
During this course students will understand the historical role of the educational leader in supervision and personnel management, understand the significant supervision and teaching research initiatives in public education over the past 40 years, recognize the role politics play in school supervision and personnel management, and know the legal requirements for teacher evaluation and collective bargaining processes in Illinois. Students will also understand the latest trends and best practices in teacher evaluation and supervision, recognize how successful educational administrators positively impact school improvement and student learning and understand employee recruitment and selection processes.

Credits: 3
Course Notes: Admission to Educational Leasership Program.

ELOC 451 - THE LEADER’S ROLE IN CURRICULUM DEVELOPMENT
Multiple and competing conceptions of curriculum; practices, principles, and procedures of elementary and secondary school supervision of personnel; curriculum development; and examination of academic achievement and school improvement. Analysis of research and evaluation data to improve curriculum planning.

Credits: 3

ELOC 453 - INTERNSHIP IN SCHOOL LEADERSHIP: PART I
Theoretical bases of educational leadership, selecting a site for the internship, developing a plan, and making agreements for the work to follow. Written documentation, rubrics, and methods of evaluation are established. Students select the theory which informs their work. Working with a local educational leader, multiple projects may be selected. Emphasis on connecting theory to practice, communication with parents and community stakeholders, and supervisory skills.

Credits: 3
Prerequisites: ELOC 430
Course Notes: Written consent. 18Hrs. min. completed in ELOC...
ELOC 464 - INTERNSHIP IN SCHOOL LEADERSHIP: PART II
Working with a local educational leader, the student develops the requisite knowledge, skills, and attitudes for coping with the problems of educational leadership; a variety of projects related to educational leadership and organizational change; curriculum development, staff supervision and development; the financial and legal management of schools; communication with personnel, parents, and the community; and long-range planning.
Credits: 3
Prerequisites: ELOC 463

ELOC 495 - INDEPENDENT STUDY (M.A.LEVEL)
Independent study under the guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation. Used only under special circumstances and never if a course in that topic area exists.
Credits: 1-6

ELOC 534 - QUANTITATIVE RESEARCH METHODS
Introduction to quantitative research methodologies and philosophies and statistical analyses related to higher education settings. Develop an understanding of survey and other higher education data (e.g., financial aid, enrollment data, admissions). Problem-solving and decision-making skills required in educational leadership applied to organizational development and performance. Students will conduct an authentic quantitative research project and learn to apply findings from research.
Credits: 3
Course Notes: Adm. to Ed.D.Prg.

ELOC 535 - QUALITATIVE RESEARCH METHODS
Introduction to qualitative research methodologies and philosophies related to higher education settings. Develop understanding of diverse approaches of qualitative data collection for organizational problem-solving and decision-making. Students will conduct an authentic qualitative research study and learn to apply findings from research.
Credits: 3
Course Notes: Adm to Ed.D.Prg.

ELOC 536 - THE DYNAMICS OF MAINTAINING AND IMPROVING ORGANIZATIONAL CULTURE
Educational leader's role as mediator, negotiator, problem solver, shared decision maker, and strategist in creating a positive organizational culture. Emphasis on the leader's role as change agent and interpreter of policy to the community and the public. Strategies for creating a culture among all stakeholders that promotes student learning and organizational improvement. Topics include organizational culture, organizational theory and culture, educational planning, and change strategies.
Credits: 3
Course Notes: Adm. to Ed.D.Prg.

ELOC 537 - LEGAL ISSUES IN EDUCATION
State and federal legal issues and interpretations by recognized authorities; recent case law; federal, state, and municipal regulations; faculty and student rights and responsibilities; collective bargaining and personnel evaluation. Students connect law and finance to cases analyzed with reference to issues and problems in the political and social context of postsecondary education. Cases will be highlighted to illuminate expose students to a range of administrative issues in higher education.
Credits: 3
Course Notes: Adm.to Ed.D Prg.

ELOC 538 - THE POLITICAL AND SOCIAL ASPECTS OF EDUCATION
Political dimensions of educational institutions in an open-systems context including authority, governance, influence, negotiation, lobbying, power and policy development. The influence of the educational leader on the political environment at the local, state, and national levels, and the role and relationship of higher education with intergovernmental agencies. Political social policy, and social justice issues and their impact on educational institutions examined through case studies, simulations, and research studies.
Credits: 3
Course Notes: Adm. to Ed.D. Prg.

ELOC 539 - RESEARCH WRITING I
Models of good research writing for research papers. All aspects of writing including structure, grammar, and proper APA style with extensive feedback. Development of research reading skills by learning to summarize, analyze, synthesize and critique research articles that align with different research methodologies.
Credits: 3
Course Notes: Adm.to Ed.D.Prog.

ELOC 540 - CURRENT TOPICS IN HIGHER EDUCATION
Current topics of interest to educational leaders in a seminar format. Recent developments and projections for the future of various aspects of higher education, including its missions, purposes, students, faculty and staff, administration, finance, organization, governance, and role in American society.
Credits: 3

ELOC 554 - EXTERNAL INFLUENCES ON HIGHER EDUCATION
In an ever changing environment, higher education experiences accountability issues related to the global workplace. Internal and external constituents, policymakers, families, and professional associations that impact U.S. higher education are considered. The impact of changing values that affect institutional decisions related to central questions about the value, role and control of higher education.
Credits: 3
Course Notes: Requires admission to doctoral program.

ELOC 555 - AUTHENTIC ASSESSMENT
The assessment of learning is one of the most difficult and important of all tasks performed by educational leaders and must be ongoing as well as proactive in nature. It begins with the identification of learning goals and subsequently involves diagnosis of student needs, provision for effective instruction with feedback, and use of assessment results to improve teaching as well as learning. This course will provide candidates with the assessment tools necessary to enhance learning for diverse student populations.
Credits: 3
Course Notes: Requires admission to doctoral program.

ELOC 556 - EXTERNAL INFLUENCES ON HIGHER EDUCATION
In an ever changing environment, higher education experiences accountability issues related to the global workplace. Internal and external constituents, policymakers, families, and professional associations that impact U.S. higher education are considered. The impact of changing values that affect institutional decisions related to central questions about the value, role and control of higher education.
Credits: 3
Course Notes: Requires admission to doctoral program.

ELOC 557 - INDEPENDENT STUDY (ED.D.LEVEL)
Independent study conducted under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation.
Credits: 1-6
ELOC 596 - STUDENT AFFAIRS & ENROLLMENT MANAGEMENT
This course will provide a holistic understanding of student affairs and enrollment management and will consider recruitment, college choice, marketing, admission, financial aid, tuition planning, and retention of students. There is a demographic shift occurring in the United States and the affordability of post-secondary education and competition for students and disparities that exist with who attends college will also be a major component in this course.
Credits: 3

ELOC 597 - HISTORY, ORGANIZATION & OPERATION OF HIGHER EDUCATION
The course provides an overview of American higher education's growth from colonial colleges to a complex system of research universities, community colleges, professional schools, liberal arts colleges, and virtual universities. A major goal is to explain the antecedents and evolution of the higher education's organization and operation of teaching, research, and service across the diverse higher education landscape.
Credits: 3

ELOC 598 - STRATEGIC PLANNING & MARKETING IN HIGHER EDUCATION
The course is designed to develop a working knowledge of strategic planning and marketing in colleges and universities as processes that guide and shape objectives to achieve a preferred future. The emphasis will be on pragmatic knowledge, skills, and tools relevant to practitioners in academic and/or administrative areas. Effective planning for developing, adapting, and aligning organizational vision, mission, beliefs, and goals to achieve and sustain a strategic advantage will be considered.
Credits: 3

Course Notes: Doctoral Prog. Only

ELOC 599 - HIGHER EDUCATION FINANCIAL MANAGEMENT & FUNDRAISING
The course covers major elements of finance and fundraising in higher education, as well as the impact of budget activities on planning and operations within an institution. Financial management, planning and budgeting, fund accounting, auditing, risk management, and fundraising will be considered to examine how colleges allocate resources and consider trade-offs necessary to balance the budget and plan for unforeseen contingencies.
Credits: 3

Course Notes: Admin. Ed.D. Prog.

ELOC 600 - ACADEMIC LEADERSHIP IN HIGHER EDUCATION
This course will enhance the understanding of the processes and structure by which college and universities are governed. Theoretical perspectives on the unique character of higher education organizations and norms of practice will be considered to illuminate the nature of shared leadership in colleges and universities. Special attention will be paid to academic leadership in the development and approval of curriculum design, implementation, and assessment.
Credits: 3

Course Notes: Admin. Ed.D. Prog.

ELOC 661 - HUMAN RESOURCES & PROFESSIONAL DEVELOPMENT
The course focuses on the complex decision-making processes involved in the management of human resources within a postsecondary environment geared to meeting both individual needs and organizational objectives. The role of hiring and retaining talented employees in higher education will be a critical element in this course.
Credits: 3

Course Notes: Ed.D.Prg.

ELOC 664 - INTERNSHIP IN HIGHER EDUCATION LEADERSHIP
Working with a local educational leader, students develop the requisite knowledge, skills, and attitudes for coping with the problems of higher educational leadership at an actual site with a site supervisor. Variety of projects related to educational leadership and organizational change; curriculum development; staff supervision, evaluation and development; the financial and legal management of educational institutions; long-range planning; communication with parents and the community.
Credits: 3
Prerequisites: ELOC 663
Course Notes: Adm. to the EdD Prog.

ELOC 675 - SEMINAR IN LEADERSHIP BEHAVIOR FOR EFFECTIVE ORGANIZATIONS
Development and integration of human and technical skills needed to implement planned change. Conflict management, shared decision making, interpersonal communications, group processes, and transformation of staff; relationship to improving organizations as open systems. Classic and current leadership theories and practice.
Credits: 3

Course Notes: Adm to Ed.D. Prog

ELOC 680 - SEMINAR IN EDUCATIONAL LEADERSHIP & ETHICAL ISSUES
Critical and pragmatic examination of ethical leadership and administration within postsecondary institutions focused on theoretical, philosophical, and moral standards related to educational leadership. An understanding of ethical decision-making underscored by social responsibility will provide a framework for determining the relationship between one's values and decision making. At the end of this course, students should be able to translate theories into more specific competencies that will improve their ability to lead and manage in a higher educational setting.
Credits: 3

Course Notes: Adm to Ed.D.Prg.

ELOC 686 - RESEARCH WRITING II
Advanced models of good research writing and for research papers. Advanced rhetorical and reading structures and frameworks.
Credits: 3
Course Notes: and Adm to Ed.D. Prog.

ELOC 689 - DISSERTATION WRITING
Credits: 3

ELOC 690 - DISSERTATION
Research and writing of dissertation under individual direction. Student defines, designs, and implements original research project. Minimum of three credit hours required upon passage of the dissertation proposal and one credit hour thereafter until student completes the final defense of the dissertation.
Credits: 1-6
Course Notes: Admission to candidacy for the Ed.D. in Educational Leadership.

ELOC 690Y - DISSERTATION CONTINUATION
Credits: 0

ELOC 690Z - DISSERTATION COMPLETION
Credits: 0
EDUC: ELEMENTARY EDUCATION (ELED)

ELED 400 - CURRICULUM, INSTRUCTION, AND ASSESSMENT
Comprehensive course in the design of curriculum, instruction and assessment. Developmentally appropriate practices incorporate instruction and assessment. Curriculum models, instructional design including lesson and unit planning and development of assessment tools for diagnostic, formative and summative assessments.

Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

ELED 401 - FOUNDATIONS & COMMUNITY
The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; and the conceptual framework of Roosevelt University's College of Education and its function as an organizing principle for classrooms. Provides a foundation for all other course work in the elementary education program.

Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA Required

ELED 402 - INTEGRATING HEALTH, ARTS, AND PHYSICAL EDUCATION ACROSS THE CURRICULUM
Special topics and comprehensive understanding of essential content in health education and physical education for children grades 1-6. Strategies for meaningfully integrating the visual arts, drama, music, dance, play, health education, and physical education across the natural sciences, social sciences, and humanities in 1-6 classrooms to enrich the learning process and socio-emotional outcomes.

Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and ELED 400 and ELED 401 and ELED 403 and EDUC 402
Course Notes: Admission to NDTA Required

ELED 403 - FIELD EXPERIENCE I
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Orientation courses, content, and pedagogical practice. Emphasizes development of teaching skills through one-on-one instruction with a transition to small group instruction. Field experience provides a setting to implement other Orientation course assignments, assessments, and preparation for the edTPA.

Credits: 1
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA; cross listed with SPED 403

ELED 405 - FOUNDATIONS OF EDUCATION
The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; and the conceptual framework of Roosevelt University's College of Education. A foundation for all other course work in the graduate elementary education program. Open only to graduate students in elementary education.

Credits: 3
Course Notes: ELED Majors Only, ICTS Basic Skills Test with min score Pass required. Min, 10 hours of field experiences.

ELED 421 - TEACHING MATH FOR ELEMENTARY & MIDDLE SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades K-9 and models and examines an investigative approach to elementary and middle school mathematics instruction which is purposeful, inquiry-based, and meaningful, and which is integrated with other mathematics topics and with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving and logical reasoning. This course fulfills the methods course requirement for the state endorsement in middle school mathematics. This course has a required 25-clock-hour field experience in a local school.

Credits: 3
Course Notes: ICTS Basic Skills Test with min score Pass required.

ELED 426 - METHODS OF TEACHING SCIENCE FOR ELEMENTARY & MIDDLE SCHOOL
Place of natural and physical science in elementary and middle 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. 25 clock hours of field experience required.

Credits: 3
Course Notes: Min 25 hours of field experiences.

ELED 427 - METHODS OF TEACHING SOCIAL STUDIES FOR ELEMENTARY & MIDDLE SCHOOL
Analysis of social studies programs in K-9 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 individualized instruction to meet needs of all children.

Credits: 3

ELED 428 - FIELD EXPERIENCE II
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Implementation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA.

Credits: 1
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and EDUC 402 and ELED 400 and ELED 401 and ELED 403
Course Notes: Admission to NDTA Required
ELED 441 - METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades 1-6 and models and examines an investigative approach to elementary mathematics instruction that is purposeful, inquiry-based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving, logical reasoning, and applications to life situations.
Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and EDUC 402 and SPED 412 and READ 420 and READ 432 and ELED 400 and ELED 401 and ELED 402 and ELED 403 and ELED 421 and ELED 428
Course Notes: Admission to NDTA required; Cross-listed with SPED 441

ELED 446 - METHODS OF TEACHING SCIENCE IN THE ELEMENTARY SCHOOL
This course provides strategies and curriculum for teaching natural, physical, earth, and space sciences in grades 1-6 and models and examines an investigative approach to elementary science instruction that is purposeful, inquiry-based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, scientific demonstrations, problem solving, scientific reasoning, and applications to self and life situations.
Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and EDUC 402 and SPED 419 and READ 420 and READ 432 and ELED 400 and ELED 401 and ELED 402 and ELED 403 and ELED 421 and ELED 428
Course Notes: Admission to NDTA Required

ELED 447 - METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
This course provides strategies and curriculum for teaching social studies in grades 1-6, and models and examines an interdisciplinary and multicultural approach to history, government, geography, civics, and other social studies areas. Strategies focus on assessment, communication, inquiry- and project-based learning, building connections to diverse learners, global relationships, and applications to self and societal issues and problems.
Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and EDUC 402 and SPED 419 and READ 420 and READ 432 and ELED 400 and ELED 401 and ELED 402 and ELED 403 and ELED 421 and ELED 428
Course Notes: Admission to NDTA Required

ELED 448 - FIELD EXPERIENCE III
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Innovation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small and large group instruction. Field experience provides a setting to undertake other Innovation course assignments, assessments, and preparation for the edTPA.
Credits: 1
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and EDUC 402 and SPED 419 and READ 420 and READ 432 and ELED 400 and ELED 401 and ELED 402 and ELED 403 and ELED 421 and ELED 428
Course Notes: Admission to NDTA Required

ELED 470 - STUDENT TEACHING AND SEMINAR IN THE ELEMENTARY SCHOOL
Open only to graduate students in elementary school teaching.
Credits: 6
Course Notes: All required coursework, advisor consent., ICTS Content Test with min, score Pass required. Registration completed by Office of, Field Placement., Course fee: $300 edTPA test fee

ELED 495 - INDEPENDENT STUDY
Credits: 1-6
Course Notes: ICTS Basic skills test with min score pass required.
EDUC: LANGUAGE & LITERACY (READ)

READ 420 - TEACHING READING IN THE ELEMENTARY SCHOOL
Theoretical approaches to teaching reading. Methods for implementing curricular theory through review of texts and materials. Research and evaluation issues. Credits: 3
Course Notes: 25 hours of field experience are required.

READ 423 - INTRODUCTION TO SPOKEN WORD PEDAGOGY
Provides an introduction to and overview of Spoken Word as pedagogy and its practical applications in the classroom. Credits: 3

READ 424 - SEMINAR SPOKEN WORD EDUCATION I
Within the framework of Spoken Word education, this course develops advanced poetry writing skills and explores methods of effective poetry integration into classroom and co-curricular activities. Introduces and explores poets of color, and emphasizes the role of expressive writing and social-emotional learning in Spoken Word education. Credits: 3

READ 425 - SEMINAR SPOKEN WORD EDUCATION II
This course is the third in a sequence of seminars that advance poetry writing competencies to the level of professional writing and publication. Students will learn program planning and develop the leadership skills necessary to successfully implement Spoken Word programs in a school setting. Credits: 3

READ 427 - PRINCIPLES AND PRACTICES IN LANGUAGE AND LITERACY ASSESSMENT
Formal and informal assessment tools used in accessing literacy and language-related abilities. Emphasis on use and interpretation of diagnostic measures and models of continuous assessment. 25 clock hours clinical experience. 25 clinical coaching hours required. Credits: 3

READ 438 - SUPERVISION OF PERSONNEL AND CURRICULUM DEVELOPMENT IN LANGUAGE AND LITERACY
Elementary and secondary school supervision and curriculum development in literacy. Selected curricula and planning of effective reading programs; functions and duties of reading teachers; strategies for supervision of personnel and staff development; application of research, experimentation and evaluation in curriculum study. 20 clinical coaching hours required. Credits: 3

READ 439 - YOUNG ADULT LITERATURE
Intensive study of critically acclaimed and popular texts written for teen audiences; the historical emergence of the genre; multiple readings through various critical lenses; methods of integrating young adult literature into middle school and high school curricula. Credits: 3

READ 452 - TOPICAL WORKSHOP
Topics of special interest to students of language and literacy, offered in a workshop format. (1-6)
Credits: 3

READ 458 - LINGUISTICS FOR ESL TEACHERS
Theory and research on learning English as a second language (ESL). Foundation for understanding linguistics and learning theory specific to ESL learning and bilingualism. Credits: 3

READ 461 - HOLISTIC APPROACH TO TEACHING LANGUAGE LITERACY
Literacy development as a holistic process from kindergarten through adulthood. Reading and writing as reciprocal processes; theoretical and research bases for whole language teaching and learning. Credits: 3

READ 463 - TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS
Strategies and materials for teaching elementary and secondary students to read and write in content areas. Development of concepts and vocabulary, comprehension and composition, and study skills. Focus on integrating reading and writing across the curriculum. Credits: 3

READ 468 - FOUNDATIONS OF BILINGUAL AND ESL EDUCATION
Historical, philosophical, theoretical, sociocultural, and legislative foundations of bilingual and ESL education in the US. Comparison of different methods and models of bilingual and ESL education and examination of current issues. Requires 10 clock hours of clinical experience. Credits: 3

READ 470 - CLINICAL PRACTICUM IN LITERACY
Supervised remediation of reading disability cases in grades K-12. Read 470 provides 200 clinical hours. Enrollment limited to majors in reading. Credits: 6
Prerequisites: READ 469
Course Notes: Reading majors only.
READ 473 - ASSESSMENT OF BILINGUAL STUDENTS
Issues, challenges, and techniques in the assessment of bilingual students. Full range of bilingual assessment from standardized tests to authentic assessment methodology. Emphasis on authentic assessment techniques in the classroom including portfolios, projects, student self-assessment, curriculum-based assessment, observation, and teacher-made assessment tools such as rubrics and checklists. Requires 15 clock hours of field experience.
Credits: 3

READ 474 - METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS
Theories, techniques, and principles of teaching limited English proficient (LEP) students in bilingual programs. Methods and materials across subject areas and grade levels; emphasis on facilitating the development of listening, speaking, reading and writing skills across the curriculum for LEP students. Constructivist approach to learning and methods for adapting quality lessons to meet the specific needs of LEP students. Requires 50 clock hours of field experience.
Credits: 3

READ 475 - METHODS AND MATERIALS FOR TEACHING ESL
Theories, techniques, and principles of teaching English as a second language (ESL). Methods and materials across grade levels; issues related to needs assessment, unit and lesson planning, selection and evaluation of classroom materials; development of materials for second language instruction. Various developmental processes involved in the learning primary and secondary languages; instructional techniques at all grade levels. Requires 25 clock hours of field experience.
Credits: 3

READ 476 - CROSS-CULTURAL STUDIES FOR TEACHING LIMITED ENGLISH STUDENTS
Impact of culture on individuals, groups, school, work, communities, and society. Ecological perspective in conceptualizing and understanding culture and context; focus on individuals with limited English proficiency in the US.
Credits: 3

READ 480 - MTDS INQUIRY IN THE CLASSROOM
Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice.
Credits: 3
Course Notes: Requires access to a classroom for field-based research.

READ 495 - INDEPENDENT STUDY
Independent study conducted under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation. (1-6)
Credits: 1-6
EDUC: SECONDARY EDUCATION (SEED)

SEED 401 - SECONDARY EDUCATION
Introduction to contemporary policies and practices in middle and high schools in the US, grades 6 through 12. Philosophic, historical, political, and social contexts. Topics include curriculum; engaged, interactive instructional methods; approaches to assessment; building a learning community; reflection on the craft of teaching. Thirty hours of field experience with tutoring and observation in three different school environments.
Credits: 4
Course Notes: Adv. consent, ICTS Basic skills test with min score pass required.

SEED 421 - 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.
Credits: 3
Course Notes: or concurrent. Advisor consent, ICTS Basic skills test with min score pass required.

SEED 422 - METHODS OF TEACHING SECONDARY SCIENCE
Science curriculum and instruction, standards, and assessment. Based on National Science Teachers Association standards for the design of student-centered programs, including courses, units, activities, and learning experiences. Focus on grades 6-12.
Credits: 3
Course Notes: or concurrent or Advisor consent, ICTS Basic skills test with min score pass required.

SEED 423 - METHODS OF TEACHING MS & SECONDARY MATH
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.
Credits: 3
Course Notes: or concurrent or Advisor consent, ICTS Basic skills test with min score pass required.

SEED 426 - METHODS OF TEACHING SECONDARY SOCIAL STUDIES
Experience and practice in social studies curriculum theory, research-based instruction, standards, and assessment. Based on standards of the National Council for the Social Studies for the design of student-centered programs, including courses, units, activities, and learning experiences. Focus on grades 6-12.
Credits: 3
Course Notes: or concurrent. Advisor consent, ICTS Basic skills test with min score pass required.

SEED 427 - 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 6-12.
Credits: 3
Course Notes: or concurrent. Advisor consent, ICTS Basic skills test with min score pass required.

SEED 450 - FIELD EXPERIENCE IN SECONDARY EDUCATION
Observation and classroom experience in education settings. In-depth lesson and unit planning consistent with state learning standards and implementation with attention to engaged, interactive instruction; diverse assessment methods; and differentiation of teaching to attend to diverse student learning styles and needs. Various classroom management approaches within the context of reflective practice. 45-60 hours field experience required based on prior course work.
Credits: 4
Course Notes: Prereq and formal admission to the Secondary Education, program, and consent of advisor. 45-60hrs field exp.

SEED 460 - STUDENT TEACHING SEMINAR: SECONDARY EDUCATION
Supervised observation and teaching in local junior or senior high school; seminar discussions of observational records, teaching strategies, evaluation, and individual problems. Emphasis on independence and skills through self-analysis techniques.
Credits: 6
Course Notes: Instructor/Advisor consent, ICTS Basic skills test with min score pass required. Course fee: $300 edTPA test fee
EDUC: SPECIAL EDUCATION (SPED)

SPED 400 - CURRICULUM, INSTRUCTION, & ASSESSMENT
Comprehensive course in the design of curriculum, instruction and assessment. Developmentally appropriate practices in curriculum, instruction and assessment. Curriculum models, instructional design including lesson and unit planning and development of assessment tools for diagnostic, formative and summative assessments.
Credits: 3
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year and ELED 400 and ELED 401 and ELED 403 and EDUC 402
Course Notes: Admission to NDTA Required

SPED 401 - FOUNDATIONS & COMMUNITY
The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; and the conceptual framework of Roosevelt University's College of Education and its function as an organizing principle for classrooms. Provides a foundation for all other course work in the elementary education program.
Credits: 3
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year and ELED 400 and ELED 401 and ELED 403 and EDUC 402
Course Notes: Admission to NDTA Required

SPED 402 - CHILD DEVELOPMENT, LEARNING, AND MOTIVATION
Comprehensive study of child growth, development, learning, and motivation 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, learning, motivation and behavior management. Application of concepts to the development of effective and engaging classroom communities.
Credits: 3

SPED 403 - FIELD EXPERIENCE I
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Orientation courses, content, and pedagogical practice. Emphasizes development of teaching skills through one-on-one instruction with a transition to small group instruction. Field experience provides a setting to implement other Orientation course assignments, assessments, and preparation for the edTPA.
Credits: 1
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year

SPED 405 - FOUNDATIONS OF EDUCATION
Credits: 3
Course Notes: ICTS Basic skills test with min score pass required.

SPED 407 - TOPICS & ISSUES IN HUMAN DEVELOPMENT
Theory and research in human development; educational implications from perspective of learner and practitioner. Various stages of life span; interrelatedness of biological and environmental variables as they influence development; special role of the teacher.
Credits: 3

SPED 419 - EXCEPTIONAL CHILDREN & 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.
Credits: 3
Course Notes: Requires 25 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 421 - TEACHING MATH IN ELEMENTARY & MIDDLE SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades K-9 and models and examines an investigative approach to elementary and middle school mathematics instruction which is purposeful, inquiry-based, and meaningful, and which is integrated with other mathematics topics and with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving and logical reasoning. This course fulfills the methods course requirement for the state endorsement in middle school mathematics.
Credits: 3
Course Notes: ICTS Basic skills test with min score pass required.

SPED 428 - FIELD EXPERIENCE II
Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for implementation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA.
Credits: 1
Prerequisites: (Passing the appropriate departmental placement test within the previous year or (Passing the appropriate departmental placement test within the previous year and EDUC 402 and SPED 400 and SPED 403
Course Notes: Admission to NDTA Required

SPED 440 - ASSESSMENT IN SPECIAL EDUCATION
Test selection, classification, and placement decisions. Use of various techniques for evaluation of the progress of individuals in special education at all levels. Laboratory experience in administering, scoring, interpreting, and reporting test results.
Credits: 3
Course Notes: or instr. consent, ICTS Basic skills test with min score pass required.
SPED 441 - METHODS OF TEACHING MATH IN ELEMENTARY SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades 1–6 and models and examines an investigative approach to elementary mathematics instruction that is purposeful, inquiry-based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving, logical reasoning, and applications to life situations.
Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year or ( Passing the appropriate departmental placement test within the previous year and EDUC 402 and SPED 419 and READ 420 and SPED 400 and SPED 403 and SPED 428
Course Notes: Admission to NDTA Required

SPED 442 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION
Curriculum, major objectives of instruction, and specific methods and materials for teaching students with cognitive disabilities. Preparation of the Individualized Education Program (IEP) and transition planning; evaluation techniques; recent research.
Credits: 4
Course Notes: Requires 20 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 443 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR
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.
Credits: 4
Course Notes: Requires 20 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 444 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON PHYSICAL HEALTH
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.
Credits: 4
Course Notes: Requires 20 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 445 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING
Credits: 4
Course Notes: Requires 20 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 446 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING
This course follows internship and provides intensive experience across the spectrum of educational placements and age levels. Students participate in planning and implementing individual student, small group, and whole class lessons. Focus on IEP goal integration into planning. Weekly seminar sessions focus on the roles and responsibilities of the special educator.
Credits: 2
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required., Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.

SPED 447 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enrollment with SPED 461 required. Office of Field, Placement will register students for this course., Course fee: $300 edTPA test fee

SPED 448 - INQUIRY IN THE CLASSROOM
Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice.
Credits: 3
Course Notes: Student teaching or concurrent enroll., ICTS Basic skills test with min score pass required., Requires access to classroom for field-based research.

SPED 449 - EARLY CHILD SPEC ED METHODS
Skills necessary for working with young children with special needs. Laws, assessment, family focus, and inclusion of children with special needs in early childhood settings; the development and implementation of IFSPs and IEPs. Requires 20 hours of field experience.
Credits: 3
Course Notes: or advisor consent only., ICTS Basic skills test with min score pass required.

SPED 450 - TECHNOLOGY FOR SPECIAL EDUCATION
The use of instructional and assistive technology as they relate to teaching, learning, and successful integration of people with disabilities. Exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities.
Credits: 1-3
Course Notes: ICTS Basic skills test with min score pass required.

SPED 451 - INTERNSHIP IN SPECIAL EDUCATION
Five-week internship in special education setting; hands-on work with students with special needs. Precedes student teaching; provides intensive experience across the spectrum of educational placements and age levels. Students participate in planning and implementing individual student, small group, and whole class lessons. Focus on IEP goal integration into planning. Weekly seminar sessions focus on the roles and responsibilities of the special educator.
Credits: 2
Course Notes: Admission to NDTA Required

SPED 452 - VOCATIONAL SERVICES AND TRANSITION PLANNING IN SPECIAL EDUCATION
This course is a comprehensive overview of career and transition planning for the full spectrum of disabled individuals. It will fulfill the State of Illinois - "Vocational Programming for Handicapped" requirements for Pre-vocational Coordinator Approval and Teacher/ coordinator Approval, and it will support participants in developing Transition specialist competencies. As a result of this class, students should be able to identify and participate in the objectives as identified by the Council of Exceptional Children, Division on Career Development and Transition as desirable competencies for secondary special educators.
Credits: 3
Course Notes: Prereq plus Special Education Certification or instructor, approval.

SPED 455 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.

SPED 456 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.

SPED 457 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.

SPED 458 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.

SPED 459 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.

SPED 460 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.

SPED 461 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.

SPED 462 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required. Concurrent enroll. with SPED 470 required.
Office of Field, Placement will register students for this course.
EDUC: TEACHER LEADERSHIP (TLED)

TLED 495 - INDEPENDENT STUDY
Credits: 1-6
EDUCATION (EDUC)

EDUC 402 - CHILD DEVELOPMENT, LEARNING, AND MOTIVATION
Comprehensive study of child growth, development, learning, and motivation 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, learning, motivation and behavior management. Application of concepts to the development of effective and engaging classroom communities.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to NDTA; cross listed with CHS 457

EDUC 407 - TOPICS/ISSUES HUMAN DEVELOPMENT
Theory and research in human development; educational implications from perspective of learner and practitioner. Various stages of life span; interrelatedness of biological and environmental variables as they influence development; special role of the teacher.
Credits: 3

EDUC 411 - ADOLESCENT DEVELOPMENT
Physical, cognitive, social, and emotional development during adolescence. Application of developmental principles to middle school and high school students.
Credits: 3
Course Notes: ICTS Basic Skills Test with min score Pass required.

EDUC 413 - FOUNDATIONS OF 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.
Credits: 3
Course Notes: ICTS Basic Skills Test with min score Pass required.

EDUC 449 - TEACH FOR EQUITY & SOCIAL JUSTICE
History, policies, and instructional practices in public education for children of non-Western heritage. Local resources for multicultural education.
Credits: 3

EDUC 462 - MTDS/MATERIALS TCH GIFTED STDS
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year

EDUC 462A - MTDS/MATERIALS TCH GIFTED STDS
Credits: 1
Prerequisites: Passing the appropriate departmental placement test within the previous year

EDUC 469 - TECH’S ROLE ACAD SUCC STUDENTS
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year

EDUC 469A - TECHNOLOGY TOOLS FOR LEARNING
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year

EDUC 480 - INQUIRY IN THE CLASSROOM
Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice.
Credits: 3
Course Notes: All Mtds courses, Student Tchg or concurr enroll. Requires, access to classroom for field-based research.

EDUC 485 - TECHNOLOGY IN THE CLASSROOM
Use of computers in classroom instruction and classroom management. Emphasis on classroom use of general applications, educational software, and the Internet; focus on using technology for problem solving.
Credits: 3
Course Notes: Familiarity with basic computer applications

EDUC 490 - THESIS
Student defines, designs, and implements an original research project under faculty direction.
Credits: 3
Course Notes: ICTS Basic Skills Test with min score Pass required.

EDUC 495 - INDEPENDENT STUDY
Independent study under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation.
Credits: 1-6
Course Notes: ICTS Basic Skills Test with min score Pass required.
ENGLISH (ENG)

ENG 402 - TOPICS IN LITERARY AND CRITICAL THEORY
What does it mean to read a text? How do the perspectives we bring to reading shape and limit our understanding? This course will focus on one primary text and a wide range of theoretical materials; through intensive study and discussion, students will develop the tools necessary for graduate study in English, and will leave the course with a better sense of the critical and methodological frameworks they might bring to their future work in the discipline.
Credits: 3
Course Notes: Required for the Grad credential in Teaching Writing.

ENG 404 - FEMINIST THEORIES
Credits: 3

ENG 410 - 17TH CENTURY BRITISH GENDER DEBATES
Credits: 3

ENG 411 - MODERN BRITISH LITERATURE
Credits: 3

ENG 412 - BRITISH ROMANTICISM
Credits: 3

ENG 413 - CRIME & VICTORIAN LITERATURE
Credits: 3

ENG 414 - THE RISE OF THE NOVEL
Credits: 3

ENG 415 - TOPICS IN BRITISH LITERATURE
Advanced literature seminars that focus on a period or topic in British literature. Recent topics have included "Non-Shakespearean Early Modern British Drama," "Crime and Victorian Literature," "The Rise of the English Novel." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Course Notes: Grad. standing.

ENG 416 - MODERN BRITISH LITERATURE
Credits: 3

ENG 418 - MASS MEDIA 1700-1900
You might think of "mass media" as a 20th-century phenomenon connected to the advent of radio, tv, or the internet – but in fact mass media has a history dating back several hundred years, and in this class we'll explore its origins and its early years. Our time-travel takes us to Britain's eighteenth and nineteenth centuries, a period of unprecedented and lightning-quick changes in who wrote, who read, and how information and ideas were transmitted. We'll begin by reading some theory and some history about the roles of writer, reader, and media in this period; with this context in mind, we'll spend most of our time discussing the new forms and genres that sprang up to accommodate the emergent cultural demand for information, education, and entertainment. Texts to be studied range widely and will include early periodicals, political writings, lectures, public art, and reviews along with more familiar literary texts like poetry (e.g., Byron's Don Juan), fiction (e.g., Dickens' David Copperfield), the essay (e.g., Swift's Battle of the Books), drama (e.g., John Gay's Beggar's Opera), and autobiography (Margaret Oliphant's Autobiography).
Credits: 3
Course Notes: Grad. standing

ENG 419 - STAGING WITCHCRAFT PLAYS
Witchcraft Plays begins with one of the best known and most widely influential stage portrayals of witchcraft in theater history, Macbeth, which uses the figure of the witch to explode ideological assumptions about class (patriarchy, class-based social stratification, upward mobility) and gender (social, political and domestic roles). In this course, we will examine both fantastic portrayals of the witch, including Shakespeare's Macbeth, John Martson's Sophonisba, and Thomas Middleton's The Witch in conjunction with 'realistic' portrayals of witchcraft in British and Scottish court depositions as well as the stage representations of those cases in Thomas Dekker, John Ford and William Rowley's The Witch of Edmonton and Heywood and Brome's The Witches of Lancashire. We will consider witchcraft's dual valence in early modern England as both a means of vilifying women and as a means by which women could exercise autonomy and empowerment.
Credits: 3
Course Notes: Grad. Standing.

ENG 421 - NATIVE AMERICAN LITERATURE
Credits: 3

ENG 422 - RECENT AMERICAN FICTION
Credits: 3

ENG 423 - 19TH CENTURY AMERICAN WOMEN'S FICTION
Credits: 3

ENG 424 - 20TH CENTURY AMERICAN WOMEN'S FICTION
Credits: 3

ENG 425 - AMERICAN LITERATURE SINCE 1945
Credits: 3

ENG 426 - TOPICS: MARKETING THE NATION
Credits: 3

ENG 427 - SEMINAR IN AMERICAN LITERATURE
Credits: 3

ENG 428 - 20TH CENTURY AMERICAN WOMEN'S LITERATURE
Credits: 3

ENG 429 - SPECIAL TOPICS IN AMERICAN LITERATURE
Advance literature seminars that focus on a period or topic in American literature. Recent topics have included "Early American Narrative Fiction," "American Renaissance," "American Realism," "American Gothic," "American Road Novels and Film," "Literature of Chicago" For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3

ENG 430 - POST COLONIAL BRITISH LITERATURE
Anglophone literature of all genres from Africa, the Caribbean, and South Asia in the aftermath of the British Empire. Literary response to cultural and linguistic colonization; analysis of national identity, cultural hybridity, and post-colonial subjectivity, and redefinitions of race and gender.
Credits: 3
ENG 435 - SPECIAL TOPICS IN CREATIVE WRITING
This seminar will consider what exactly the term “realism” signifies in the twenty-first century. To do so, we’ll look to realism’s opposite, texts that, in some way(s) or other(s), diverge from our notion of psychological, literary fiction. In so doing, we’ll consider the potential aesthetic, moral, political, existential, and physical effects of non-mimetic literary art. Our reading list will include novels by Tom McCarthy, Jesse Ball, and Ursula Leguin, along with short fiction by Bruno Schulz, Amelia Gray, Brian Evenson, among others.
Credits: 3
Course Notes: MFA standing required.

ENG 440 - ADVANCED STUDIES IN LITERARY THEME
Detailed study of literary texts linked by theme or motif. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: The Age of Satire; Gay and Lesbian Literature; The Beat Generation.
Credits: 3
Course Notes: Grad. Standing.

ENG 441 - ADVANCED STUDIES IN LITERARY THEME
Detailed study of literary texts linked by theme or motif. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: The Age of Satire; Gay and Lesbian Literature; The Beat Generation.
Credits: 3
Course Notes: Grad. standing.

ENG 442 - IMAGINING TERROR
This course examines twentieth and twenty first-century literary and cinematic representations of terrorism in the works of Anglophone writers.
Credits: 3
Course Notes: Grad. Standing. Taught in English.

ENG 443 - ADVANCED STUDIES IN LITERARY THEME
Detailed study of literary texts linked by theme or motif. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: The Age of Satire; Gay and Lesbian Literature; The Beat Generation.
Credits: 3
Course Notes: Grad. standing.

ENG 444 - ADVANCED STUDIES THEME/MOVEMENT
Detailed study of literary texts linked by theme or motif. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: The Age of Satire; Gay and Lesbian Literature; The Beat Generation.
Credits: 3
Course Notes: Grad. standing.

ENG 445 - ADVANCED STUDIES IN LITERARY THEME
Detailed study of literary texts linked by theme or motif. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: The Age of Satire; Gay and Lesbian Literature; The Beat Generation.
Credits: 3
Course Notes: Grad. standing.

ENG 446 - ADVANCED STUDIES IN LITERARY THEME
Detailed study of literary texts linked by theme or motif. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: The Age of Satire; Gay and Lesbian Literature; The Beat Generation.
Credits: 3
Course Notes: Grad. standing.

ENG 447 - ADVANCED STUDIES IN LITERARY THEME
Detailed study of literary texts linked by theme or motif. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: The Age of Satire; Gay and Lesbian Literature; The Beat Generation.
Credits: 3
Course Notes: Grad. standing.

ENG 448 - CONTEMPORARY NATIVE AMERICAN LITERATURE
In 1986, Kiowa writer N. Scott Momaday won the Pulitzer Prize for his novel House Made of Dawn. That moment is often understood as the start of the Native American Renaissance, a period characterized by a broad interest in American Indian peoples and cultures and increased publication of writing by Native writers. This seminar begins with that period, and we will study Native American fiction, poetry, prose, and film produced since 1970. Exploring works shaped by a strong sense of place, ritual, history, and many times, humor, we will pay particular attention to themes including the power of language and the imagination, self-determination (both personal and communal), and Native authenticity, resistance, and continuance.
Credits: 3
Course Notes: ENG 220 with a min grade of C-.

ENG 449 - READING & WRITING ECO-LIT
What is America’s history and present of ecological writing? This multicultural study of U.S. eco-literary traditions and trends includes both canonical and emerging authors. The range of topics includes various perspectives on: “going green,” global climate change, nature-writing, and environmental justice. Students read and apply ecocritical theory and author their own ecocritique. Works from most, if not all, of the following authors will be required reading: Henry David Thoreau, Alice Walker, Enrique Salmon, Rachel Carson, Joseph Bruchac, Patti Ann Rogers, Leslie Marmon Silko, David Mas Masamoto, Mary Oliver, Aldo Leopold, César Chávez, and Janisse Ray.
Credits: 3

ENG 450 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: Modern American Poetry; U.S. Women and Comedy; Restoration Drama.
Credits: 3
Course Notes: Grad. standing.

ENG 451 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: Modern American Poetry; U.S. Women and Comedy; Restoration Drama.
Credits: 3
Course Notes: Grad. standing.
ENG 452 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: Modern American Poetry; U.S. Women and Comedy; Restoration Drama.
Credits: 3
Course Notes: Grad. standing.

ENG 453 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: Modern American Poetry; U.S. Women and Comedy; Restoration Drama.
Credits: 3
Course Notes: Grad. standing.

ENG 454 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: Modern American Poetry; U.S. Women and Comedy; Restoration Drama.
Credits: 3
Course Notes: Grad. standing.

ENG 455 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: Modern American Poetry; U.S. Women and Comedy; Restoration Drama.
Credits: 3
Course Notes: Grad. standing.

ENG 456 - ADVANCED STUDIES IN LITERARY GENRE
Detailed historical and/or theoretical study of a literary genre. Readings include primary texts and critical/theoretical materials, with attention to literary analysis and research. Topics vary from semester to semester; examples of recent topics include: Modern American Poetry; U.S. Women and Comedy; Restoration Drama.
Credits: 3
Course Notes: Grad. standing.

ENG 457 - SATIRE: ORIGINS & DEVELOPMENT
Credits: 3

ENG 460 - STUDIES IN A SINGLE AUTHOR
Advanced literature seminars that look closely at the work and career of a single author in relationships to cultural history or other relevant touchstones. Recent topics include "The Fiction of Mark Twain," "Shakespeare and Film," "Faulkner, Fitzgerald, and Stein." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3
Course Notes: Grad. standing

ENG 461 - STUDIES IN SINGLE AUTHOR
Credits: 3

ENG 462 - MARK TWAIN
Intensive study of selected works focusing on a specific theme. Credits: 3

ENG 463 - SPECIAL TOPICS IN A SINGLE AUTHOR
Advanced literature seminars that look closely at the work and career of a single author in relationships to cultural history or other relevant touchstones. Recent topics include "The Fiction of Mark Twain," "Shakespeare and Film," "Faulkner, Fitzgerald, and Stein." For more details, please click the highlighted CRN number for this course on the specific term schedule.
Credits: 3

ENG 464 - STUDIES IN SINGLE AUTHOR
Credits: 3

ENG 465 - LITERARY THEORY & CRITICISM
Critical methods of significant literary theorists, ancient and modern. Writing assignments involve hands-on application of theories to specific literary texts. Required of all English MA students; should be taken during first year of enrollment.
Credits: 3

ENG 466 - ADVANCED STUDIES CRITICAL THEORY
Intensive study of one or two schools of critical theory (post-structuralism, post-colonialism, Marxism, feminism, theories of ethnicity, cultural studies) and their implications for study in language, literature, and representation. Primary readings in theoretical texts with consideration of their implications for practice.
Credits: 3

ENG 467 - TEACHING WRITING: THEORY & PRACTICE
This course explores the theory and practice of writing instruction in secondary and post-secondary educational settings, with a special emphasis on the political implications of the choices that teachers make in the writing classroom. Students will explore pedagogies, interview writing teachers, develop assignments, and conduct independent research toward the creation of a personal teaching philosophy.
Credits: 3
Course Notes: Counts toward Credential in Teaching of Writing.

ENG 468 - TOPIC: LANGUAGE, RHETORIC, & WRITING
Detailed study of a current or historical issue in language, rhetoric, or writing. Subjects vary by semester but may include the study of a particular rhetorical tradition and practice, social justice and the teaching of writing, or the politics of literacy, for example. Students will explore theoretical underpinnings, pedagogical approaches, and specific types of academic and professional writing.
Credits: 3
Course Notes: Grad. standing. Counts toward Credential in, Teaching Writing.

ENG 484 - INTERNSHIPS IN THE COMMUNITY
Student uses writing or teaching skills as an apprentice outside the University. Placements may include local arts organizations, book and journal publishers, not-for-profit organizations, corporations, museums, or youth and senior centers. Student receives on-site supervision and instruction and also works closely with a faculty advisor.
Credits: 3

ENG 485 - INTERNSHIP IN TEACHING 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.
Credits: 3
Course Notes: Program approval
ENG 486 - INTERNSHIP IN TEACHING CREATIVE WRITING
Student is apprenticed to an experienced teacher in Introduction to Creative Writing and participates in most aspects of class planning and procedure. Construction of syllabus, lesson plans, lectures, and writing assignments as well as experience in leading critique of student writing and discussion of works by established authors. Pedagogical philosophies governing the teaching of creativity in the college classroom and at the primary and secondary levels.
Credits: 3
Course Notes: Program approval

ENG 487 - INTERNSHIP IN TEACHING 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.
Credits: 3
Course Notes: Program approval

ENG 490 - THESIS
Credits: 3-6

ENG 495 - INDEPENDENT STUDY
Intensive study and original scholarship culminating in a written project. Topic to be developed by student in consultation with appropriate faculty member.
Credits: 1-6
FINANCE (FIN)

FIN 408 - FINANCE FOR DECISION MAKERS
Financing problems facing business; general principles of accounting and economics applied to solution of these problems. Time value of money applied to the pricing of securities, firms’ capital budgeting decisions, financial statement analysis, forecasting immediate cash flow problems, financing of the firm, and consequences for the firm’s decision-making process.
Credits: 3
Prerequisites: ACCT 405 and BADM 401 and MGMT 403 or ECON 436
Course Notes: Finance module

FIN 454 - INTERNATIONAL FINANCIAL ANALYSIS
The importance of international financial markets, international organizations, and global macroeconomic developments in the financial management of multinational businesses. Emphasis on foreign currency and interest rate arbitrage, exchange rate determination, and foreign exchange risk management.
Credits: 3
Prerequisites: FIN 408

FIN 482 - THEORY & CASES FINANCIAL MANAGEMENT
Advanced course in corporate finance. Topics include capital budgeting, capital structure, management of working capital, and special topics chosen by the instructor.
Credits: 3
Prerequisites: FIN 408

FIN 483 - CAPITAL MARKETS & FINANCIAL INSTITUTIONS
Topics in money and banking including monetary theories and the theory of interest. Financial institutions and their regulation; focus on deposit type institutions. Derivative securities and their pricing with application of financial intermediaries.
Credits: 3
Prerequisites: FIN 408

FIN 485 - INVESTMENT THEORY
Financial securities and their markets including stocks, bonds, and other long-term securities. Portfolio theory and pricing theories including the capital asset pricing model, the arbitrage pricing model, and their applications to individual and institutional investment decisions. Retirement and other long-range planning.
Credits: 3
Prerequisites: FIN 408

FIN 487 - DERIVATIVES
Financial derivatives, such as futures, forward contracts, options, and swaps; markets for derivatives; pricing theories using the arbitrage principle. Use of derivatives to hedge and transfer risk.
Credits: 3
Prerequisites: FIN 485 and FIN 408

FIN 492 - PROFESSIONAL FIN INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to graduate business program.
Credits: 1-3
Course Notes: Internship requirements vary by assignment;
consent, is required by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu.

FIN 495 - FINANCE INDEPENDENT STUDY
Intensive study of a finance topic under the direction of a finance faculty member. The project is selected by the student with approval of the supervising faculty member, school director, and dean.
Credits: 1-3
Course Notes: Consent of Instructor and Academic Head

FIN 499 - SPECIAL TOPICS IN FINANCE
Content varies. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 1-3
Prerequisites: FIN 408

FIN 499 - SPECIAL TOPICS IN FINANCE
Content varies. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 1-3
Prerequisites: FIN 408
HIST 400 - THE ANCIENT WORLD
The classical societies of the ancient Mediterranean world; the Greek city
state; the rise of Rome; and the nature and decline of the Roman Empire.
Credits: 3

HIST 401 - HISTORY OF PUBLIC HEALTH
This course will explore the ways in which changing scientific and
philosophic definitions of health and disease have framed population
health concerns, such as quarantine, occupational safety, maternal
health, epidemiology, and fears of contagion, both real and imagined. By
focusing on the intersection of health, politics, and ideas of gender, race,
class, and ethnicity, this course will adopt a comparative approach and
emphasize the relationship between social context and transformations
in public health practice and policy in contexts ranging from ancient
Rome to twentieth-century Chicago.
Credits: 3
Course Notes: Graduate Standing

HIST 402 - RENAISSANCE AND REFORMATION
Society, economics, ideals, and politics in Western Europe from the
mid-13th century to 17th-century religious wars.
Credits: 3

HIST 403 - IMMIGRATION, ETHNICITY, AND THE AMERICAN
EXPERIENCE
Reading and research on changing trends in immigration, assimilation
efforts, and immigrant politics and policies.
Credits: 3

HIST 404 - 1960s AMERICA
This course looks in depth at the politics, foreign policy, and especially
social movements that shaped the America during the decade and
beyond. Politics will include an analysis of the Kennedy and Johnson
Democratic administrations and the rise of Nixon and the Republicans
in the late 1960s in relation to how ordinary Americans interpreted and
shaped these politics. Foreign policy will include the Cuban Missile crisis,
Vietnam War, and other Cold War entanglements. Protest movements will
incorporate civil rights, anti-war, feminism, and Black Power movements.
In looking at the history of this decade by theme and chronologically,
students in this course will get an in-depth understanding on the actual
history – rather than popular memory that has developed since – of a
decade of fundamentally changed American identities and society.
Credits: 3

HIST 405 - MODERN IMPERIALISM
The overseas expansion of Europe and the US in the 19th and early
20th centuries including their conquest, administration, cultural, and
technological transformation, and economic exploitation; anticolonial
movement and wars of national liberation; and decolonizations after
World War II.
Credits: 3

HIST 406 - THE WORLD SINCE 1945
Main currents in development of global institutions and values from 1945
to present.
Credits: 3

HIST 407 - HISTORY OF CHICAGO
Growth of the city and suburbs, land use and economy, changing ethnic
and social components, and politics and culture.
Credits: 3

HIST 408 - WOMEN & THE RUSSIAN REVOLUTION
This course will examine women’s struggle to expand their public role
and legal rights in Russia in the half century prior to the Bolshevik
Revolution in 1917. Key topics include: women’s participation in
organized revolutionary movements; challenges to everyday meanings
of gender, marriage, motherhood, and sexuality; and contributions to the
eventual overthrow of the tsarist regime.
Credits: 3

HIST 409 - 19TH CENTURY EUROPE
The long European peace from Waterloo to the outbreak of World War I;
Industrial Revolution; unification of Germany and Italy; rise of liberalism,
nationalism, and socialism; tensions and rivalries at the turn of the
century; and expansion of European colonial empires.
Credits: 3

HIST 410 - EUROPE FROM ABSOLUTISM-REVOLUTION
European society and government from the height of absolute monarchy
to the dawn of democracy. Social and cultural trends; Scientific
Revolution and Enlightenment; the rise of European overseas empires.
Credits: 3

HIST 411 - SOCIAL & CULTURAL MEDIEVAL EUROPE
Social, cultural, and political institutions in Western Europe from later
Roman Empire to mid-15th century.
Credits: 3

HIST 412 - POLITICAL & CULTURAL HISTORY IN AMERICAN REVOLUTION
This course will introduce students to the major ideas and events in
American history from 1763 to 1800 that spurred political, cultural,
and social change. We will examine the political theories that inspired
Revolutionary calls for independence and the government created in
its aftermath. We will also, however, consider the Revolution and its
aftermath from the perspective of ordinary people, including artisans,
laborers, slaves, free blacks, and women.
Credits: 3
Course Notes: Graduate Standing

HIST 413 - COLONIAL LATIN AMERICA
This course analyzes the history of Latin America from pre-Hispanic
times to the revolutions of Independence. Reading will focus on political,
social and cultural historical processes, including the following topics:
Amerindian societies, conquest, colonization, empire, the Atlantic World,
frontiers, environmental changes, gender, race & ethnicity, slavery,
administration and corruption.
Credits: 3

HIST 414 - LATIN AMERICA SINCE INDEPENDENCE
Socioeconomic structures, law and politics, ideologies, growth and
distribution of power and resources, religious culture, reform and
revolution from independence to present.
Credits: 3

HIST 415 - THE FRENCH REVOLUTION & NAPOLEON
Collapse of Old Regime, course of revolution, Napoleonic era, impact of
revolution on Europe and world. Historical controversies.
Credits: 3

HIST 416 - MAJOR WESTERN REVOLUTIONARY MODERN HISTORY
Causes, development, and impact of major revolutions and revolutionary
ideologies in the Western world beginning with Puritan revolution in
England.
Credits: 3
HIST 421 - 20TH CENTURY EUROPE
Political and social history of Europe in the 20th century. Topics include the two world wars, fascism and communism, decline and fall of colonial empires, Cold War, recovery and prosperity after World War II, European unification, collapse of the Soviet Union, and Eastern European revolutions.
Credits: 3

HIST 423 - URBAN VISION/CITIES & SUBURBS HISTORY
Cultural 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.
Credits: 3

HIST 425 - DIPLOMATIC HISTORY OF THE UNITED STATES
Development of American foreign relations from American Revolution to the present. Topics include manifest destiny and expansionism; imperialism of 1890s; US rise to global power in the 20th century; and the end of the Cold War.
Credits: 3

HIST 426 - TOPICS IN AMERICAN SOCIAL HISTORY
Topics include gender roles, gender and labor, childhood in America, food history, and slavery.
Credits: 3

HIST 427 - WORKING MEN & WORKING WOMEN
Development of labor organizations from 1840 to present and changing lifestyle of the laboring population.
Credits: 3

HIST 428A - READINGS IN U.S. HISTORY TO 1877
Intensive readings seminar in US history from the colonial period through reconstruction designed to familiarize students with the significant topics and historiography associated with this field.
Credits: 3

HIST 428B - READINGS IN U.S. HISTORY FROM 1877
Intensive readings seminar in US history from 1877 to present designed to familiarize students with the significant topics and historiography associated with this field.
Credits: 3

HIST 429A - READINGS IN EUROPEAN HISTORY, 1400-1750
Intensive readings seminar in European history from 1400 to 1750 designed to familiarize students with the significant topics and historiography associated with this field.
Credits: 3

HIST 429B - READINGS IN EUROPEAN HISTORY, 1750-PRESENT
Intensive readings seminar in European history from 1750 to present designed to familiarize students with the significant topics and historiography associated with this field.
Credits: 3

HIST 430 - COLONIAL & REVOLUTIONARY AMERICA
Evolution of American social, economic, and political institutions in the colonial and Revolutionary eras.
Credits: 3

HIST 431 - CONSTITUTIONAL HISTORY UNITED STATES
Major topics in American Constitutional development from colonial beginnings through the 20th century.
Credits: 3

HIST 432 - 20TH CENTURY EUROPE
This course explores the history and political and cultural memory of the Civil War. Among the subjects to be examined include the commemoration of the dead, the place of slavery in the memory of the Civil War, disputes over the teaching of the Civil War, the role of the Confederate flag and the lost cause, changing perceptions of notable figures, and the experiences and reminiscences of regular soldiers and citizens.
Credits: 3

HIST 435 - HISTORY OF NATIONALISM
Examination of content and issues surrounding one of the most important currents of modern history; basic historical methodologies.
Credits: 3

HIST 436 - READINGS IN AFRICAN AMERICAN HISTORY
Intensive readings seminar in African American history from the colonial period to the modern era designed to acquaint students with the major topics and historiographical traditions in this field.
Credits: 3

HIST 437 - HISTORY OF UNITED STATES REFORM MOVEMENTS
Analysis of reform movements including abolitionism, populism, progressivism, New Deal, the 1960s, and recent reform movements.
Credits: 3
Attributes: Women Gender Studies

HIST 438 - READINGS IN LATIN AMERICAN HISTORY
Intensive readings seminar in Latin American history from the colonial period to the present designed to acquaint students with the major historiographical traditions in the field.
Credits: 3

HIST 441 - TOPICS IN EUROPEAN HISTORY
Topics may include Russian and Soviet histories; class formations and divisions, intellectual currents, and revolutionary upheavals.
Credits: 3

HIST 442 - TOPICS IN WORLD HISTORY
Asian, African, and Latin American studies; topics may include global linkages.
Credits: 3

HIST 446 - HIST OF WORLD WAR II
Causes, campaigns, home fronts, and diplomacy of the war, including analysis of its effect on human affairs worldwide.
Credits: 3

HIST 447 - TUDOR/STUART ENGLAND
This course will explore the history of England from the accession of Henry VII in 1485 to the so-called “Glorious Revolution” at the end of the seventeenth century. In seeking to understand the emergence of the English nation, the clash between royal and parliamentary authority, and the relationship between gender and power, we will give particular attention to the vivid personalities of English rulers and the impact of their policies on religious, social, and political life throughout the British Isles. Assigned readings will focus on the intersections between religion, rebellion, and revolution in the sixteenth and seventeenth centuries, and the ways in which ordinary Englishmen and women experienced the dynastic crises and upheaval of the period that launched England from peripheral European state to one of the wealthiest and most powerful nations of the modern era.
Credits: 3
HIST 449 - NORTH AMERICAN SLAVERY
Study of Atlantic slavery with emphases on slavery in Africa, European labor needs in the New World, emergence of chattel slavery in the US, and on the character of a transformed African population.
Credits: 3

HIST 450 - GRADUATE SEMINAR
Historiographical exploration and research of a select and significant topic.
Credits: 3
Course Notes: Graduate standing

HIST 452 - MAKING MODERN AMERICA 1880-1929
Populism, the Progressive Movement, immigration, rise of Jim Crow, nationalism, and emergence of the US as a world power.
Credits: 3

HIST 453 - AMERICA TRANSFORMED: 1929-1945
Study of the tumultuous years from the Great Depression through World War II with emphasis on social, political, and cultural history.
Credits: 3

HIST 454 - HISTORY & MEMORY OF WORLD WAR TWO IN THE U.S. AND EUROPE
This course considers the Second World War from the perspective of ordinary people, victims of oppression, resisters, collaborators, common soldiers as well as political and military leaders. It also examines the collective memory of the war—how it was and is remembered in Europe and the United States in film and popular culture. The course includes a two-week study abroad trip to Europe.
Credits: 6
Attributes: International Studies, Travel Based Study
Course Notes: or instructor consent. Study abroad course with, with travel to The Netherlands, France and Germany, required; additional charges apply. Trip will take place in second and third weeks of May. Students must meet with instructors and submit, an application to Justin Osadjan (josadjan@roosevelt.edu), before registering. The cost of the trip is approximately $2,800, in addition to normal tuition rates.

HIST 456 - NAZI GERMANY
Political, social, intellectual, and economic preconditions for rise of Third Reich; survey of institutions, ideology, and techniques of totalitarian rule.
Credits: 3

HIST 457 - THE UNITED STATES SINCE 1945
Major issues that have shaped the US in recent decades emphasizing both domestic, social, and political history and foreign policy.
Credits: 3

HIST 460 - THE AMERICAN POLITICAL EXPERIENCE
A historical and historiographical study of the founding of the American republic and its aftermath.
Credits: 2
Course Notes: Graduate-only course; 2-credit course open only, to those registered in the Newberry Seminar, on the American Political Experience. Registrants must apply to be students-at-large, ($25 student-at-large fee will be subsidized)

HIST 465 - BLACK CHICAGO HISTORY-CULTURE 1770-1960
The role and impact of the African-American community on the culture, society, politics, and economy of the City of Chicago from DuSable to 1960.
Credits: 3

HIST 466 - THE HOLOCAUST HISTORY & PHILOSOPHY PERSPECTIVE
The background, causes, events, impact, and implication of the destruction of the Jews in Europe.
Credits: 3

HIST 468 - SOCIETY AND CULTURE IN THE ANTEBELLUM ERA
Emergence and development of a new government under the Constitution of 1787. Political re-formation from the election of Andrew Jackson to the election of Lincoln; Jacksonian Democracy; importance of slave labor and wage labor as cores of the market economy; religious-based reform; countervailing influences of nationalism and sectionalism.
Credits: 3
Course Notes: Grad. standing.

HIST 471 - MODERN AND CONTEMPORARY AFRICA
The rise of nationalism; end of colonialism; rise of neo-colonialism; Cold War influences; managing the problems of independence.
Credits: 3

HIST 473 - SCANDINAVIAN WELFARE STATE & NATIONAL IDENTITY
This course will examine the history of the comprehensive social welfare state in Scandinavia and its impact on the construction of modern national identity beginning with the historical roots of the Scandinavian welfare state through its contemporary combination of market capitalism with a broad social net driven by a “society first” mentality in the public, corporate, and private sectors. A significant part of the course is a two-week study trip to Sweden and Finland.
Credits: 3
Attributes: Humanities, Social Science

HIST 475 - SPECIAL TOPIC: FOOD IN HISTORY
Food, in all of its aspects, is the center of human economies, social organization and culture. As such, food is intimately related to politics. From the Nineteenth Century on the modern world grew more complex through technology, global trade, the growth of business, and science knowledge among others. As a result, Americans have been drawn into larger debates about these crucial subjects. Opinions on matters ranging from social and environmental issues, immigration policies, and politics, and history have always interested to the public and have found political expression. This course surveys these matters over time: food production and environmental concerns; food economics; food processing and science; food marketing; diets and fads; labor issues and immigration; and globalization.
Credits: 3

HIST 483 - HISTORY & POLITICS OF WOMEN IN THE UNITED STATES
Women in the US from colonial times to the present. Emphasis on the women's rights movement and feminism, work, family, health, and education. Issues of class, race, ethnicity.
Credits: 3
Attributes: Women Gender Studies
HIST 484 - INTERNSHIP IN HISTORY
Internship with a local organization involving a significant history component. An internship requires working the equivalent of 8 hours/week (10 hours summer) for a total of at least 120 hours at the site of the selected organization. The student will keep a journal or log of weekly work and write a final paper that reflects upon the organization and its relationship to the history community or a particular historical subject related to his/her work. Offered in conjunction with faculty advisor, by faculty consent, and requires an advanced signed contract.
Credits: 3
Attributes: Transformational Service Learning
Course Notes: Consent of advisor.

HIST 485 - INTERNSHIP IN TEACHING HISTORY
Student is apprenticed to an experienced teacher in history and participates in all aspects of class planning and procedures, including construction of the syllabus, lesson plans, lectures, writing assignments and exams. The student will participate in facilitating class discussion, some lecturing, and grading papers and exams.
Credits: 3
Course Notes: Graduate standing and consent of professor.

HIST 490 - THESIS
Credits: 3
Course Notes: Consent of instructor.

HIST 490Y - MASTERS THESIS COMPLETION
Credits: 0

HIST 491 - HISTORY OF MEXICO
Social, economic, political, and cultural development of Mexican society from its pre-Hispanic roots through Spanish conquest, independence movements; the Revolution, and evolution into modern Mexican society.
Credits: 3

HIST 495 - INDEPENDENT STUDY
Credits: 1-6
HOSPITALITY MANAGEMENT (HOSM)

HOSM 400 - ISSUES/TRENDS IN THE HOSPITALITY MANAGEMENT INDUSTRY
Comprehensive review of the hospitality and tourism industry. Presentations and dialogue with executives in the field. Topics include lodging; food and beverage; meeting, convention, and exhibition management; government; transportation; and associations.
Credits: 3
Course Notes: Dept. approval

HOSM 402 - COMPETITIVE & STRATEGIC ANALYSIS
Students will explore mission, goal, strategy formulation, strategy implementation, and strategy evaluation involving industry through analysis of the competitive environment, key success factors, strategic scenario analysis and SWOT analysis. Additional topics covered include strategic thinking, competitive advantage, vertical and horizontal integration, and planning horizon. The course is designed to improve competitive advantage, develop a strategic plan, and understand the integration of change and decision making on operations.
Credits: 3
Course Notes: Restricted to EMHTM students

HOSM 410 - APPLIED RESEARCH METHODS IN HOSPITALITY MANAGEMENT
Data, methods, and analytical techniques necessary for leadership in new business realities. Basic statistical and analytical tools. Sources of data such as online services, focus groups, and surveys. Analytical tools such as factor and cluster analysis. Modeling techniques such as simulation, animation, and GIS (geographic information systems).
Credits: 3
Course Notes: Dept. approval

HOSM 412 - TRAINING/DEVELOPMENT IN THE HOSPITALITY INDUSTRY
How to design a learning atmosphere to produce change in the workplace environment. Interactive components of training systems as they relate to the hospitality and tourism industry including needs assessments, instructional design, learning and transfer, delivery methods, and evaluation. Theoretical background and practical application.
Credits: 3
Course Notes: Consent Master’s Prog. Dir.

HOSM 417 - HUMAN CAPITAL MANAGEMENT AND DEVELOPMENT
Students are introduced to the strategic role human resource management plays in creating competitive advantages in hospitality firms. Students will study Human Capital Management policies and practices in context within the scope of broader organizational strategies, operational activities, and competitiveness in an increasingly global marketplace. Diversity and technology are key drivers in this conversation.
Credits: 3
Course Notes: Restricted EMHTM students

HOSM 419 - CORPORATE SOCIAL RESPONSIBILITY IN THE HOSPITALITY WORKPLACE
This course provides vision, knowledge and a framework to promote global citizenship behavior in the hospitality workplace. By creating a cogent corporate social responsibility (CSR) strategy that aligns social and environmental efforts with the company, hospitality managers can better respond to global challenges. The CSR strategy takes into account the societal context in which businesses operate that helps maximize positive social, environmental and economic outcomes.
Credits: 3
Course Notes: Restricted to EMHTM students

HOSM 420 - MANAGEMENT THEORY & PRACTICE IN HOSPITALITY MANAGEMENT
Topics may include management processes, change, delegation, motivation, selection, evaluation, compensation, leadership, and training.
Credits: 3
Course Notes: Dept. approval

HOSM 425 - TOURISM ADMINISTRATION
Hospitality-related businesses, governmental agencies, and non-governmental organizations that impact the tourism industry. Role of lodging, restaurants, catering, retailing, transportation, trade shows, meetings/events/festivals, and labor as relates to the tourism industry. Local, state, and national administration of tourism, including legislative issues, funding, and marketing. Particular attention is given to the operation of special governmental units involved with the tourism industry.
Credits: 3
Course Notes: Department approval.

HOSM 430 - HOSPITALITY OPERATIONS ANALYSIS
Business and financial reports typical of hospitality and tourism operations; preparation and analysis of profit and loss statements.
Credits: 3
Course Notes: Dept. approval

HOSM 440 - ORGANIZATIONAL DEVELOPMENT, MULTICULTURALISM, & CULTURAL DIVERSITY
How new business realities affect individuals, groups, and organizations in the hospitality and tourism industry. Changing perspectives on leadership, the promise and problems of teams, and the nature of influence and power. The social structure of competition and cooperation, alliances, joint ventures, culture and conflict, and negotiation.
Credits: 3
Course Notes: Dept. approval

HOSM 445 - MTDS TCHG HOSP & TOUR SUBJECTS
Scope of the hospitality and tourism industry and current industry-related instructional materials and program designs for instructors at the secondary and post-secondary levels. Process of developing secondary school programs, establishing post-secondary educational articulation agreements, and gaining financial support. Analysis of the economic, social, cultural, and environmental impact of hospitality and tourism on domestic and international economies. Current and future trends in the industry. (3)
Credits: 3
HOSM 446 - ORG & ADMIN OF COOP ED
Content required to organize and administer a workplace-based instructional program. Skills needed to plan, develop, implement, operate, and evaluate workplace learning at the skill development level. Methods related to workplace learning, school-based learning, and measurement of a student's performance. Student labor laws and a spectrum of workplace issues. (3) Credits: 3
Course Notes: Dept. Approval

HOSM 447 - HOSPITALITY PRACT FOR TEACHERS
Hands-on workplace experience; evaluation of employment skill standards in various segments of the industry; development of instructional resource material and analysis of the impact of hospitality and tourism in the US economy. Credits: 3
Course Notes: Dept. consent

HOSM 450 - GRADUATE SEMINAR IN FOOD SERVICE
Designed to open up fresh perspectives and develop new insights into topics which represent emerging and/or critical issues in food and beverage management Contemporary issues and problems facing those with management-level responsibilities. (3) Credits: 3
Course Notes: Dept. approval

HOSM 452 - STRATEGIC MARKETING MANAGEMENT FOR THE HOSPITALITY INDUSTRY
Discussion of marketing as it relates to the hospitality industry: market research; positioning; marketing plan development, including the use of social media platforms and analytics; competitive analysis; promotion; advertising; and the current business development techniques are examined. Credits: 3
Course Notes: Restricted to EMHTM students

HOSM 460 - GRADUATE SEMINAR IN LODGING
Designed to open up fresh perspectives and develop new insights into topics which represent emerging and/or critical issues in lodging. Contemporary issues and problems facing those with management-level responsibilities. (3) Credits: 3
Course Notes: Dept. approval

HOSM 462 - STRATEGIC INNOVATION & ENTREPRENEURIAL LEADERSHIP FOR HOSPITALITY EXECUTIVES
Leadership and entrepreneurial skills through collaborative, problem-based projects. Students learn how to define new business ventures to meet current market needs, develop business plans, and present to investors. Current topics and trends within entrepreneurship will include: franchising, innovation, feasibility, entrepreneurial creativity, and targeted forms of market research. Credits: 3
Course Notes: Restricted to EMHTM students

HOSM 465 - HOTEL FEASIBILITY STUDIES
Examines and practices the process for determining the likelihood of profit on an investment in a hospitality business. Topics include financing issues, site specifications, franchise and amenities issues, market analyses, and operational issues. Credits: 3

HOSM 470 - GRADUATE SEMINAR IN MEETINGS & EVENT MANAGEMENT
Designed to open up fresh perspectives and develop new insights into topics which represent emerging and/or critical issues in meeting, convention, and exhibition management. Contemporary issues and problems facing those with management-level responsibilities. (3) Credits: 3
Prerequisites: HOSM 315 and HOSM 317 or HOSM 320 and HOSM 322
Course Notes: Dept. approval

HOSM 480 - SPECIAL TOPIC
Emerging issues of interest to students and the industry. Credits: 3
Course Notes: Dept. consent

HOSM 481 - SPECIAL TOPICS IN HOSPITALITY
Emerging issues of interest to students and the industry. Credits: 3

HOSM 482 - PRACTICUM:HOSPITALITY&TOURISM
Credits: 3
Course Notes: Must be HS or College teacher

HOSM 490 - RESEARCH THESIS IN HOSPITALITY MANAGEMENT
Capstone of the graduate program for students interested in teaching or pursuing a doctorate in hospitality and tourism management. Conducted under the sponsorship of a committee, the thesis is an empirical study that makes a contribution to the research literature on hospitality and tourism management. Credits: 3
Course Notes: Dept. approval

HOSM 490Y - MASTERS THESIS COMPLETION
Credits: 0

HOSM 495 - INDEPENDENT STUDY IN HOSPITALITY MANAGEMENT
Individually selected topic researched under the supervision of a faculty member. Credits: 1-3
Course Notes: Dept. consent

HOSM 499 - MASTER'S PROJECT
Capstone of the graduate hospitality and tourism management program for students not pursuing a research and/or teaching career. Designed in consultation with a committee, the project represents original work by the student in applying management disciplines to the hospitality and tourism industry. Credits: 3
Course Notes: Dept. approval

HOSM 499Y - MASTERS PROJECT COMPLETION
Credits: 0
HRM 400 - STRATEGIC ISSUES IN HUMAN RESOURCES
Current management concepts enabling managers to make decisions based on accurate diagnosis of situations that involve human resources issues. The functions (employment, development, compensation, labor-management, diversity, and employment law) are all concurrent processes to be addressed in the special context of human resources management function. (3)
Credits: 3
Prerequisites: BADM 401

HRM 405 - LEGAL ISSUES IN HUMAN RESOURCE
Major US laws and regulations affecting human resource management. Application of laws to human resource policies in organizations. (3)
Credits: 3

HRM 423 - BEHAVIORAL SCIENCE SYSTEM FOR MANAGEMENT
Current concepts in behavioral science applied to human relations in business organizations. Employee needs and job characteristics, methods of motivation, job enlargement and enrichment, goal-oriented management, effect of systems approach to management of employee and organization structure, administration of employee and executive development programs. Cross-listed with MGMT 423.
Credits: 3
Prerequisites: MGMT 407

HRM 428 - WORKPLACE DIVERSITY
Students learn to recognize diverse points of view and understand ways in which a diverse workplace enhances organizational growth. Explores the role of training and development in supporting workplace diversity.
Credits: 3

HRM 430 - EMPLOYEE BENEFITS
Designed for students of Management and Human Resources. In-depth introduction to the area of employee benefits. The employer and benefit provider's perspectives in the design and implementation of employee benefit programs.
Credits: 3

HRM 432 - LABOR AND EMPLOYEE RELATIONS
Course focuses on both unionized and non-unionized employee relations. Labor relations portion focuses on labor law, union structures, collective bargaining process, collective bargaining agreement features, grievance handling, analysis of labor-management conflict, and conflict resolution options. Non-union employee relations portion focuses on developing policies designed to create a productive, supportive work environment for employees, specifically examining how employees and supervisors resolve conflicts and communicate to achieve a climate that enhances performance. Cross-listed with MGMT 432.
Credits: 3
Prerequisites: HRM 400 or HRM 405

HRM 434 - EMPLOYEE SELECTION & STAFFING
Governmental regulations affecting employment decisions. The role of federal, state, and local government related to "legal or illegal" HR department operations. Review of job analysis and job descriptions and the establishment of personnel planning and recruitment strategies. Employment tests, interview, and background investigations evaluated for efficacy and legality. Paradigm for making effective decisions consistent with organizational goals and objectives.
Credits: 3
Prerequisites: HRM 400 or HRM 405

HRM 438 - COMPENSATION MANAGEMENT
Theory and practice of compensation systems. Topics include financial and nonfinancial incentives, performance appraisal, audits of pay programs, piece rate setting, compensable worth, merit programs, and related policy determination. Institutional and governmental constraints on compensation decisions, internal equity, and individual equity. Pertinent legislation. Executive compensation, bonus systems, stock options, phantom stock awards, and other executive perquisites.
Credits: 3
Prerequisites: HRM 400 or HRM 405

HRM 455 - GLOBAL HRM
This course is an introduction to and a comprehensive exploration of people management practices in the international context. HRM strategies, practices and perspectives will be investigated to gain a solid awareness and understanding of international people management within multinational organizations. Students will develop a global perspective and working knowledge of the major trends, challenges and practices in international HRM.
Credits: 3

HRM 491 - SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT
Topics will vary from term to term. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN. 
Credits: 3

HRM 492 - PROFESSIONAL HUMAN RESOURCE MANAGEMENT INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to graduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent is required by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu.

HRM 493 - SEMINAR IN HUMAN RESOURCE MANAGEMENT
Capstone course for the MS in human resource management. Comprehensive summary of the major areas of managing human resources including progressive and innovative human resource practices found in leading companies.
Credits: 3
Prerequisites: HRM 400 and HRM 434 and HRM 438 and MGMT 407

HRM 495 - HUMAN RESOURCE MANAGEMENT INDEPENDENT STUDY
Intensive study of a human resources management topic under the direction of a management faculty member. The project is selected by the student with approval of the supervising faculty member, department chair, and college dean.
Credits: 3
Course Notes: Consent of Instructor and Academic Head
HRM 499 - SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT
Topics will vary from term to term. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 3
Prerequisites: HRM 400 or HRM 405
INFORMATION SYSTEMS (INFS)

INFS 401 - INFORMATION RESOURCE MANAGEMENT
Information processing systems; information technology infrastructure; database and information management; computer networks and telecommunications; information security; enterprise applications; e-commerce; building information systems; fundamental management; strategic, and organizational issues in the use of information systems. Credits: 3
Prerequisites: BADM 401

INFS 402 - BUSINESS ANALYSIS
This course provides the fundamental concepts of business analysis that are essential to the practice and further advanced study in the field. The course will cover the International Institute of Business Analysis (IIBA) BABOK® knowledge areas, business analysis skills and techniques. Topics include business analysis planning and monitoring, elicitation, requirements management and communication, enterprise analysis, requirements analysis, solution assessment and validation. Credits: 3
Prerequisites: INFS 401

INFS 411 - SYSTEMS ANALYSIS & DESIGN
Credits: 3
Prerequisites: INFS 401

INFS 412 - DATABASE SYSTEMS
Logical database organization, analysis, and design. Alternatives for database organization in business environment. Database management with emphasis on security and responsibilities of database administrator. Survey of major database management software. Credits: 3
Prerequisites: INFS 401

INFS 413 - SEMINAR IN INFORMATION SECURITY
Organizations today are inundated with data, gathered from both inside and outside the organization. To improve business decisions, analytics for big data-at-rest and big data-in-motion must be explored. This course introduces the concept of business analytical methods, models and in particular the analysis of big data, that is, data sets so large that traditional relational database management systems and computing platforms are insufficient. Hadoop architecture with MapReduce and its ecosystems will be discussed. Students will have a chance to work with big data analytic tools from IBM and Microsoft. Credits: 3
Prerequisites: INFS 401

INFS 421 - ACCOUNTING & FINANCE INFORMATION SYSTEMS
Systems development and systems applications within accounting and financial areas. Topics include security, control, information needs, decision requirements, processes, techniques, and data flows. Credits: 3
Prerequisites: INFS 440 and ACCT 405

INFS 430 - GLOBAL ISSUES IN INFORMATION SYSTEMS
Information systems and technology in global settings; the study of diverse cultures, business environments, and legal issues; transborder dataflow; information systems issues arising from conducting business globally. Credits: 2,3
Prerequisites: INFS 401

INFS 440 - SYSTEMS ANALYSIS AND DESIGN
Structured analysis and logical design of business information systems. Techniques for stating and analyzing requirements. Logical design and specifications of system outputs, inputs, files, and processing. Procedures for system cost and benefit analysis. Life-cycle concept of information system development. Credits: 3
Prerequisites: INFS 401

INFS 441 - SYSTEMS DESIGN & IMPLEMENTATION
Continuation of INFS 440. Proceeds from system logical design specification to program and physical system design. Topics include alternative system structures and alternative system evaluation. Design of program structures, subsystems, and user interfaces. System testing. Program implementation, conversion problems, evaluation of system, and management of information systems development. Credits: 3
Prerequisites: INFS 440 and INFS 401

INFS 451 - DECISION SUPPORT SYSTEMS
Role of information systems in assisting management decision making to increase business effectiveness; decision support and business intelligence systems; modeling and analysis; data warehousing and data mining; artificial intelligence systems; knowledge management. Credits: 3
Prerequisites: INFS 401

INFS 452 - ENTERPRISE MODELING ANALYSIS
This course addresses key concepts and techniques in enterprise modeling and analysis, which provide a structured representation of business requirement specifications of interrelated sub-models that include business objectives, processes, information, technology, people and systems. Key concepts of the International Institute of Business Analysis (IIBA) BABOK® knowledge areas of planning, elicitation, enterprise analysis, requirement analysis, solution assessment and validation will be explored at the extended enterprise level. Credits: 3
Prerequisites: INFS 401

INFS 471 - MANAGEMENT OF INFORMATION SYSTEMS
Managing technologies in the digital- and knowledge-based economy; impact of information systems on business model, corporate strategy and organization; strategic information systems planning; information technology architecture; managing systems development; managing information security, information systems organization and job market. Credits: 3
Prerequisites: INFS 401

INFS 475 - COMPUTER FORENSICS & AUDITING
Computer fraud is pervasive in society and the business world today. Study of specific cases where computer fraud has occurred; focus on IT auditing and computer forensics. Credits: 3
Course Notes: 3 sh Accounting and 3 sh Information Systems, or computer courses.

INFS 488 - PROJECT MANAGEMENT
Applied approach to the study of project management. An integrative framework for understanding principles and practices of project management, including origins, applications, and philosophy. The role of project management in organizations; the use of teams in and implementation of project management practices. Cross-listed with MGMT 488. Credits: 3
Prerequisites: INFS 401
INFS 491 - SPECIAL TOPICS IN INFORMATION SYSTEMS
Content varies. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 3

INFS 492 - PROFESSIONAL INFORMATION SYSTEMS INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to graduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent, is required by the Internship Coordinator, George, Seyk at gseyk@roosevelt.edu.

INFS 495 - INDEPENDENT STUDY
Intensive study of a topic under the direction of an information systems faculty member. The project is selected by the student with approval of the supervising faculty member, department chair, and dean.
Credits: 1-3
Course Notes: Consent of Instructor and Academic Head
INSTRUCTIONAL LEADERSHIP (ILED)

ILED 401 - ASSESSMENT AND DATA ANALYSIS
The course focuses on the skills needed for the alignment of curricular and local assessments to standards and data analysis necessary to determine achievement gaps and improve the learning of all students. Credits: 3

ILED 411 - LEADERSHIP FOR ALL STUDENTS
This course examines and develops instructional leaders who are innovative and inspirational with respect to improving PreK-12 student learning, including meeting the needs of students with special needs, second language backgrounds, and gifted characteristics. Credits: 3

ILED 412 - BUILDING SCHOOL CULTURE AND COLLABORATION WITH DIVERSE STAKEHOLDERS
This course prepares instructional leaders to facilitate community understanding of the school's vision, purposes, functions, achievements, and needs. Examination of how instructional leaders can collaborate, partner with and learn from families and communities to improve school programs and P-12 regular and special needs student achievement. Credits: 3

ILED 420 - INSTRUCTIONAL SUPERVISION AND EVALUATION IN AN AGE OF ACCOUNTABILITY
Exploration of the latest trends and best practices in teacher evaluation and supervision, with a focus on how successful educational leaders positively impact school improvement and PreK – 12 students, including special needs students. Credits: 3

ILED 423 - INTRODUCTION TO SPOKEN WORD PEDAGOGY
Provides an introduction to and overview of Spoken Word as pedagogy and its practical applications in the classroom. Credits: 3

ILED 424 - SEMINAR IN SPOKEN WORD EDUCATION I
Within the framework of Spoken Word education, this course develops advanced poetry writing skills and explores methods of effective poetry integration into classroom and co-curricular activities. Introduces and explores poets of color, and emphasizes the role of expressive writing and social-emotional learning in Spoken Word education. Credits: 3

ILED 425 - SEMINAR IN SPOKEN WORD EDUCATION II
This course is the third in a sequence of seminars that advance poetry writing competencies to the level of professional writing and publication. Students will learn program planning and develop the leadership skills necessary to successfully implement Spoken Word programs in a school setting. Credits: 3

ILED 430 - MENTOR COACH & LEAD FRAMEWORKS
Leadership strategies that effectively motivate, guide, support, and organize teachers and other school personnel to achieve individual and group success with all learners, no exceptions. Credits: 3

ILED 435 - ORGANIZING AND DEVELOPING INNOVATIVE CURRICULUM
Current research and best practices in the areas of curriculum, student learning, instructional technologies, and assessment, with an eye toward enhancing innovation, collaboration, professional development and other school improvement activities targeting all P-12 students, especially in the areas of literacy and numeracy, and including those with special needs. Credits: 3

ILED 440 - PLANNING, DELIVERING, AND ASSESSING SCHOOL IMPROVEMENT PROGRAMS
Explores how to plan, deliver, and assess professional development programs and other PreK-12 school improvement activities focused on addressing the needs of all P-12 students, especially in the areas of literacy and numeracy, and including those with special needs. Credits: 3

ILED 451 - SCHOOL MANAGEMENT & BUDGET
Explores the historical, philosophical and political underpinnings of the management and financing of U. S. public education. The focus of analysis is PreK-12 instruction and how to align human resources and budget to improve achievement for all students, including special needs students and English language learners. Examines state and local public school funding systems, including how to prepare and manage district and school budgets. Particular attention will be given to the role of politics and the legal requirements that impact school funding. Credits: 3

ILED 453 - LEGAL ISSUES IN PRE-K TO 12 EDUCATION
Explores the historical, philosophical, political, and instructional foundations of public Pre K-12 education in relation to the legal aspects of school leadership and administration. Examines important legal requirements for the management of public schools, as well as current trends and issues. Credits: 3

ILED 460 - TEACHER LEADER PRACTICUM
This course provides an opportunity for students to engage in field-based experiential learning activities related to teacher leadership under the guidance of a practicing expert/mentor teacher leader. Credits: 3

ILED 463 - PRINCIPAL INTERNSHIP I
In this course the candidate will intern on-site with a school principal in a P-12 public or private school with the support of a university supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the mentor principal to collaboratively assess the progress of the candidate in the internship. The faculty supervisor will meet with the candidates individually and in a group to discuss staff development, school/community interactions, planned organizational change, conflict management, administrative roles, the development of problem-solving skills, and the integration of theory and practice. Credits: 2-3
ILED 464 - PRINCIPAL INTERNSHIP II
In this course the candidate will intern on-site with a school principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted.
Credits: 2-3

ILED 465 - PRINCIPAL INTERNSHIP III
In this course the candidate will intern on-site with a school principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted.
Credits: 2-3
INTEGRATED MARKETING COMM (IMC)

IMC 401 - BRAND MARKETING AND COMMUNICATIONS
The principles and practices of marketing in a broad sense and marketing communications within the context of marketing organizations. Communications applications in new product development, pricing theory, and distribution channel strategies. Includes a module on quantitative methods in marketing analysis and decision-making. (3)
Credits: 3
Course Notes: MSIMC Majors only. No MBA students.

IMC 409 - METHODS OF IMC
The use of marketing communications concepts and processes to build stronger brand relationships. An idea-centric model for the integration of marketing and communication to deliver customer-focused solutions. The marketing communication methods of advertising, public relations, sales promotion, direct response, personal sales, events, sponsorships, and customer service.
Credits: 3
Prerequisites: IMC 401 or MKTG 406
Course Notes: Prereq can be taken concurrently. Consent required for MBA, majors.

IMC 440 - MARKETING COMMUNICATIONS RESEARCH
The importance of marketing information to the strategic decision-making process. Focus on research tools and techniques in marketing communications: product research, competitive analysis, audience and segmentation research, communications testing and media research. Emphasis on design, implementation, analysis and reporting of market research studies.
Credits: 3
Prerequisites: IMC 401 and IMC 409
Course Notes: IMC 401 and IMC 409 minimum grade B- required for continuation in MSIMC program.

IMC 443 - PRINCIPLES OF IMC MEDIA PLANNING
Applications in media planning for IMC. Media planning process from objectives and strategies to tactics, budgeting, and plan execution. Media selling, media buying, and using syndicated media research.
Credits: 3
Prerequisites: IMC 446
Course Notes: No more than one principles elective may be taken, concurrently with IMC 446.

IMC 444 - NEWSLETTER PUBLISHING
Audience research, budget planning, and production overview for print and online newsletters, whether they are journalistic entities, promotional arms of business, or adjuncts to organizations.
Credits: 3
Prerequisites: IMC 446

IMC 446 - BRAND PLANNING AND MESSAGE STRATEGY
Examination and execution of creative communication strategies from market analysis and value propositions to brand attributes and target segmentation. Marketing communication messages from concept and copy platforms to written completion. Emphasis on identifying goals and objectives, trends and tactics, and working towards the "big idea.
Credits: 3
Prerequisites: (IMC 401 or MKTG 406) and IMC 409
Course Notes: Consent required for MBA majors.

IMC 447 - IMC CREATIVE CAMPAIGNS
Overview of the visual arts in marketing communication. Fundamentals of brand identity and image, including print, broadcast, collateral, and web. Each student will be expected to demonstrate core competencies in creative decision-making in brand marketing.
Credits: 3
Prerequisites: IMC 446

IMC 448 - WRITING FOR NEWSLETTERS
Skills course focused on information gathering and writing for newsletters.
Credits: 3
Prerequisites: IMC 446

IMC 450 - PRINCIPLES OF DIRECT DATABASE MARKETING COMMUNICATIONS
Development and management of direct marketing programs. Strategic business planning; development of the offer; merchandising selection; mailing lists and media selection; creating and producing direct marketing packages, catalogs, and print advertising. Establishing budgets, research and market testing.
Credits: 3
Prerequisites: IMC 446
Course Notes: No more than one principles elective may be taken, concurrently with IMC 446.

IMC 452 - IMC ETHICS AND SOCIETY
Examination of manipulative techniques beyond appropriate persuasion related to IMC activities. Development and identification of marketplace attitudes on ethics; frameworks for decision making; case studies of marketing campaigns in business and politics; ethical issues emerging from new technologies applied in IMC.
Credits: 3
Prerequisites: IMC 401 and IMC 409
Course Notes: Prereqs may be taken concurrently. IMC and minimum grade, B- required for continuation in MSIMC program.

IMC 453 - MULTICULTURAL MARKETING COMMUNICATION
Issues of globalism and domestic cultural diversity and their impact on IMC values. Focus on values, behaviors, and underlying assumptions related to verbal and visual communications strategies. Case studies of IMC campaigns directed towards culturally specific domestic and international audiences.
Credits: 3
Prerequisites: IMC 401 and IMC 409
Course Notes: Prereqs may be taken concurrently. IMC 401 and 409 minimum, grade B-required for continuation in MSIMC program.

IMC 454 - PUBLICATION DESIGN
Theories of design and practical experience with creating layout and using photos and art in newspapers, magazines, newsletters, online publications. Students use InDesign software for hands-on layout exercises.
Credits: 3
Prerequisites: IMC 446

IMC 457 - MAGAZINE PRODUCTION
Research, writing, design, and production of magazine. Students learn the use of Adobe InDesign for page layout and creation of a magazine prototype.
Credits: 3
Prerequisites: IMC 446
**IMC 460 - PRINCIPLES OF ACCOUNT PLANNING**
Creating marketing communications requires insights about the consumer insights often unavailable through classical quantitative research techniques. Class covers: consumer decision-making behavior, long-term branding strategies, qualitative research techniques, and the kind of executional strategy skills normally associated with a Creative Director.
Credits: 3
Prerequisites: IMC 446 and IMC 440

**IMC 461 - PRINCIPLES OF CRM**
The strategy of CRM. Topics include technologies (for marketing communications, not IT professionals); data-mining for CRM applications, salesforce automation, marketing optimization, digital aids to customer service, business intelligence and product personalization.
Credits: 3
Prerequisites: IMC 446
Course Notes: No more than one principles elective may be taken, concurrently with IMC 446.

**IMC 462 - MARKETING COMMUNICATIONS VIA SOCIAL MEDIA**
An exploration of Social Media (Facebook, MySpace, Twitter blogs, chat, and more) and their ever increasing role within the communications landscape. A mix of lectures, readings, presentations by Social Media practitioners, and analyses of a wide range of corporate Social Media participation, leading to student efforts to incorporate Social Media into a fully Integrated Marketing Communications program.
Credits: 3
Prerequisites: IMC 446

**IMC 471 - PRINCIPLES OF PUBLIC RELATIONS**
Strategic functions and tactics of public relations. Models of creative thinking and problem-solving applied to the domains of public relations including media relations, community and member relations, investor relations, consumer relations, public affairs, and crisis communication. Skills in practical analysis and development of materials to generate reaction and support from targeted audiences.
Credits: 3
Prerequisites: IMC 446
Course Notes: No more than one principles elective may be taken, concurrently with IMC 446.

**IMC 472 - PROMOTIONAL MARKETING**
Strategic approaches and tactical planning for applications in consumer and trade sales promotions. Business-to-business and business-to-consumer promotions techniques, including price deals, sampling, event sponsorship and shows, sweepstakes and contests, product placements, and tie-in partnerships.
Credits: 3
Prerequisites: IMC 446
Course Notes: No more than one principles elective may be taken, concurrently with IMC 446.

**IMC 474 - CRISIS COMMUNICATION**
Course focuses on understanding the variety of crises that threaten and affect organizations and/or brands and the integrated activities that organizations employ to address and minimize crises; understanding the life cycle of crises as well as strategies and tactics; gaining familiarity with stakeholders and methods used to offset threatening activity.
Credits: 3
Prerequisites: IMC 446 and IMC 471

**IMC 480 - IMC CAMPAIGN PLANNING**
Capstone course in which students develop a complete IMC plan on a specific product or service. Focus on each element of the plan, covering the full content of the core program. Instructor provides counsel to student teams.
Credits: 3
Prerequisites: IMC 446
Course Notes: All required IMC courses plus three principles courses.

**IMC 481 - INTERNATIONAL MARKETING CULTURES: CHINA**
Course consists of a 12-14 day study excursion abroad. Students will engage in a focused, intensive, university- and culturally-based learning experience. Participate in lectures/discussions conducted both by RU and host-institution faculty, make site visits to a specific businesses/organizations, the agencies providing its marketing communications services, and other relevant locations to examine the character and scope of consumers and IMC practices in the featured country.
Credits: 3
Attributes: Travel Based Study
Prerequisites: IMC 401 or MKTG 406
Course Notes: This is a faculty-led travel course.

**IMC 482 - LEADING EDGE OF MARKETING COMMUNICATION**
Designed to enhance student preparation for careers in various Media Marketing and IMC fields. This two-week summer intensive course includes one week of travel to meet with leading IMC professionals in New York followed by one week of in-class group work developing brand engagement programs using leading edge marketing communications tools and techniques.
Credits: 3
Attributes: Travel Based Study
Prerequisites: IMC 409 or MKTG 406
Course Notes: This is a faculty-led travel course. Click red CRN for detailed course description.

**IMC 483 - PRINCIPLES OF INTERNET MCOM**
Case studies expose the theory and practice behind current web, intranet, and interactive marketing strategies. All tools and techniques of this and other emerging technologies. Hands-on experience with computer applications. Internet and Intranet applications, fundamentals of website design, and multimedia presentations.
Credits: 3
Prerequisites: IMC 446
Course Notes: No more than one principles elective may be taken, concurrently with IMC 446.

**IMC 484 - TOPICS IN MCOM**
This is a special topics class dealing with specialty practice fields of marketing communications. Topics to be offered in any particular semester may include areas such as Green Marketing, Cause Marketing, Sports Marketing, Health Care Marketing, or Non-Profit Marketing. For a specific course description, click the link for the Course Reference Number.
Credits: 3
Prerequisites: IMC 446
IMC 491 - INTERNATIONAL IMC STUDY EXP

“This is a faculty-led international study trip to France over spring break week March 4-14. There are four required Friday afternoon class meetings on campus 1/22, 2/12, 3/25, and 4/29, plus the trip over spring break week. The cost of the trip including roundtrip airfare between Chicago and Paris is estimated at $3820; the final cost may increase depending on changes in monetary exchange rates. Students must complete an application in the Office of International Programs before registering for the class. Applications are due with a $200 deposit on or before November 30, 2015. Please contact Justin Osadjan at josadjan@roosevelt.edu.”

Credits: 3
Attributes: Travel Based Study, Transformational Service Learning
Prerequisites: (IMC 401 or MKTG 406) and IMC 409 and IMC 453
Course Notes: Click red CRN for details on this, International travel course

IMC 493 - PRACTICUM

On-the-job independent study for students employed full-time in marketing communications. Requirements include a paper that is either an assessment of the student’s employment position or a report on a special communications project assigned by the student’s employer.

Credits: 3
Course Notes: Completion of 6 required courses and consent of designated, faculty supervisor

IMC 495 - INDEPENDENT STUDY

Credits: 1-3
Prerequisites: IMC 446

IMC 499 - GRADUATE INTERNSHIP

Advanced inservice training with a marketing or media organization. A minimum of 15 hours per week for 15 weeks or equivalent must be spent with the employer. Requirements include a written assessment of the internship experience.

Credits: 3
Attributes: Transformational Service Learning
Prerequisites: IMC 446
Course Notes: Completion of six IMC courses and consent of designated, faculty supervisor.

IMC 499P - IMC INTERNSHIP PREP

Chair approval required. This course is designed for students preparing to take the internship class for full credit. Subject to approval, students may take this course leading into a standard 3-credit internship.

Credits: 0
Course Notes: 6 MSIMC courses.

IMC 499Y - INTERNSHIP CONTINUATION

Students must register for IMC 499Y when their internship extends beyond the end of the term of original registration. IMC 499Y is also available as a “zero-credit internship” option for students who do not need to earn internship credit.

Credits: 0
Prerequisites: IMC 499
JOURNALISM (JOUR)

JOUR 400 - NEWS FUNDAMENTALS: EDITING
Intensive preparation for students without previous journalism course work or training. Focus on editing techniques, grammar, usage and Associated Press style; content, ethics, rewriting for multiple media.
Credits: 3
Course Notes: Consent of Journalism Chair needed.

JOUR 401 - NEW FUNDAMENTALS: WRITING AND REPORTING
Intensive preparation for students without previous journalism course work or training. Focus on mass media writing and reporting.
Credits: 3
Course Notes: Consent of Department Head.

JOUR 405 - READING, REPORTING, AND WRITING JOURNALISM
Developing the skills needed to become a responsible, well-read journalists drawing on current journalism to inform journalistic practice and identify stories to pursue. Across a broad range of media including newspapers and magazines as well as broadcast and alternative journalism, students develop a beat and report stories in numerous styles for particular publications and audiences while practicing that beat. Emphasis on awareness of diversity, cultural and fairness issues in journalism.
Credits: 3
Prerequisites: JOUR 400 and JOUR 401

JOUR 406 - NEWS BROADCASTING
News reporting for radio and television: writing, video editing, and delivering news and feature stories.
Credits: 3
Prerequisites: JOUR 405

JOUR 407 - DOCUMENTARY VIDEO STORYTELLING
A beginning course in documentary storytelling, including planning the project, shooting video, editing and completion of the project.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: JOUR 405
Course Notes: Consent required for graduate students not majoring in JOUR, COMM, or IMC.

JOUR 410 - HISTORY OF JOURNALISM
Credits: 3
Prerequisites: JOUR 405

JOUR 411 - ADVANCED REPORTING METHODS
Use of statistics, census data, and original research in journalistic writing; emphasis on social science and computer research methodology and on advanced reporting techniques.
Credits: 3
Prerequisites: JOUR 401

JOUR 422 - FEATURE WRITING
Principles and practices of writing newspaper and magazine feature stories.
Credits: 3
Prerequisites: JOUR 401

JOUR 425 - PHOTOGRAPHY
Introduction to black and white film-based photography. Basic camera and darkroom techniques. Cameras provided by the department. Students provide some supplies.
Credits: 3
Prerequisites: JOUR 401
Course Notes: or consent

JOUR 428 - DOCUMENTARY PHOTO
An exploration of documentary photography consisting of camera usage, shooting assignments, slide lectures, and computer work using Photoshop. No previous photography experience required. Cameras will be provided for the semester. This course will introduce the computer as a powerful tool for the photographer. We will discuss the ethical, philosophical and practical considerations regarding digital imaging. We will be using flat-bed scanners, 35mm slide and negative scanners, and digital cameras for inputting images into the computer. Adobe Photoshop will be our primary imaging program.
Credits: 3
Prerequisites: JOUR 405

JOUR 429 - PERSONAL MEMOIR WRITING
This course acquaints students with the area of personal journalism, which serves as a forum for the expression of opinion and personal views, including memoir and essay writing. While emphasizing the art of fusing solid reporting and feature writing with the art of the personal essay, the course explores the art and craft of literary nonfiction as well as the structure, tone and style of essays, columns and memoir, giving special attention to some of the nation's leading journalists, essayists and memoirists.
Credits: 3
Prerequisites: JOUR 411

JOUR 431 - PUBLIC OPINION & PROPAGANDA
Factors in public opinion formation; techniques and uses of public opinion polling; definition, identification, and socially positive and negative uses of propaganda.
Credits: 3
Prerequisites: JOUR 405

JOUR 434 - WRITING FOR RADIO
This course is designed to give students the skills needed to write news copy for radio. Students will be drilled on writing concisely, accurately, and under deadline pressure. They will become familiar with the use of audio, and they will be required to produce their own audio reports.
Credits: 3
Prerequisites: JOUR 411

JOUR 435 - THE NEWSGRINDER
This graduate level course will give students a strong taste of the kinds of demands they will face in a changing and creative media workplace. Students will learn aggregation and consolidation; two of the most powerful new newsroom tools, giving readers access to big amounts of information in a narrative structure that provides context and direction at the same time.
Credits: 3
Prerequisites: JOUR 405 and JOUR 411
JOUR 442 - POLITICS AND MEDIA
A blend of theory and practice focusing on how media covers politics; how politicians, special interest groups, and political parties attempt to influence media; how politicians and issue advocacy groups use advertising to take messages directly to voters. Emphasis on the interplay among media, candidates, and special interest groups and effect of political campaigns on society and democracy; use of polls and focus groups to drive message; future of campaign finance reform.
Credits: 3
Prerequisites: JOUR 411

JOUR 444 - PROMOTIONAL VIDEO PRODUCTION
A step-by-step, hands-on tutorial on video production techniques for the advocacy of ideas and products. Students will learn how to research a topic, write about it, interview participants, shoot video footage and edit it all into an effective and attractive package that promotes some idea, cause, product or service.
Credits: 3
Prerequisites: JOUR 405

JOUR 445 - WRITING FOR NEWSLETTERS
Skills course focused on information gathering and writing for newsletters.
Credits: 3
Prerequisites: JOUR 411

JOUR 446 - NEWSLETTER PUBLISHING
Audience research, budget planning, and production overview for newsletters, both print and online, whether they are strictly journalistic entities, promotional arms of business, or adjuncts to organizations.
Credits: 3
Prerequisites: JOUR 405

JOUR 450 - SPECIAL TOPICS: JOURNALISM TODAY, REPORTING THE OTHER
Course content varies by semester but always focuses on current issues and/or diversity, alternative media, and social justice as they relate to media.
Credits: 3
Prerequisites: JOUR 405

JOUR 451 - EDITING
Emphasis on grammar, usage, copy editing, headline writing; overview of editorial processes and standards; introduction to layout and design, and photo editing.
Credits: 3
Prerequisites: JOUR 401 and JOUR 405

JOUR 452 - EDITORIAL & COLUMN WRITING
Writing of well-researched, logically argued editorials and columns expressing opinion of newspaper, other publication, or individual journalist.
Credits: 3
Prerequisites: JOUR 411

JOUR 453 - THE ALTERNATIVE MEDIA
Case studies of suburban, ethnic, and alternative media; emphasis on history, staffing, content, and production.
Credits: 3
Prerequisites: JOUR 405

JOUR 454 - PUBLICATION DESIGN
Theories of design and practical experience with creating layout and using photos and art in newspapers, magazines, newsletters, online publications. Students use QuarkXPress software for hands-on layout exercises.
Credits: 3
Prerequisites: JOUR 405

JOUR 455 - MAGAZINE WRITING
Writing and researching of magazine articles.
Credits: 3
Prerequisites: JOUR 401

JOUR 456 - LITERARY JOURNALISM
This course acquaints students with the area of literary feature writing, which serves as a forum for the expression of journalism as narrative. Combining the seminar and workshop forums, it explores the art and craft of literary nonfiction as well as the structure, tone, style, and also approach to writing feature stories, giving special attention to the work of some of the nation's leading journalists and introducing students to the process of immersing themselves in the subject.
Credits: 3
Prerequisites: JOUR 405

JOUR 457 - MAGAZINE PRODUCTION
Research, writing, design, and production of magazines. Students use InDesign software for publication design.
Credits: 3
Prerequisites: JOUR 401

JOUR 462 - REPORTING/Writing TOPIC
Changing rotation of courses focused on reporting and writing for specific audiences and publications. Courses will including Arts Reviewing, Trade Journal Writing, Travel Writing, Science and Medical Writing, and others to be developed.
Credits: 3
Prerequisites: JOUR 405

JOUR 463 - LAW AND ETHICS
First Amendment rights and responsibilities; libel and slander; legal access to public meetings and documents; restrictions on print and broadcast media, criteria for ethical decision making.
Credits: 3
Prerequisites: JOUR 400 or JOUR 401

JOUR 467 - ON THE TRAIL OF THE PRIMARY
An in-depth look at the presidential primaries as they happen: presidential campaign history, daily review and discussion of events on the campaign trail; polling information and analysis from campaigns.
Attributes: Transformational Service Learning
Prerequisites: JOUR 405
Course Notes: Consent of instructor for non-Journalism majors.

JOUR 469 - THE ELECTION
Hands on experience covering the presidential election as it plays out. Course emphasizes the issues, the rhetoric, the history and the dynamics of the modern presidential campaign, with real time assignments and projects aimed at expanding background and honing performance for journalists who are interested in political reporting.
Credits: 3
Prerequisites: JOUR 405
JOUR 470 - MEDIA CRITICISM
Students use newspapers, magazines and the Internet in applying contemporary criticism to current media issues and performance. The role of visual communication in media and the social impact of mass media messages.
Credits: 3
Prerequisites: JOUR 405

JOUR 475 - SCHOLASTIC MEDIA
Designed for high school journalism teachers and newspaper advisers. Introduction to reporting and writing, layout and design; photography; software and equipment; law, censorship and ethics.
Credits: 1-3
Course Notes: Consent of Department Head. Open to high school journalism, teachers and newspaper advisers.

JOUR 480 - THE JOURNALISM PROJECT
Capstone course; students develop a substantial project in the area of career focus, working closely with a faculty advisor.
Credits: 3
Attributes: Transformational Service Learning
Course Notes: Completion of all required courses in major.

JOUR 489 - NEW MEDIA AND TECHNOLOGY
Current trends and new forms of media and technology and their potential effects; focus on the World Wide Web, interactive media, online services, digital photography, and other current topics. Hands-on experience with computer applications, web site design and multimedia presentations.
Credits: 3
Prerequisites: JOUR 405

JOUR 492 - PRACTICUM IN THE TEACHING OF JOURNALISM
The teaching of writing and other skills related to journalism, such as reporting, layout and design, and photography. Contact school director for course availability.
Credits: 3-6
Course Notes: Consent of Department Head.

JOUR 493 - GRADUATE PRACTICUM
Designed for students who cannot complete traditional internships.
Credits: 3
Course Notes: Consent of instructor.

JOUR 495 - INDEPENDENT STUDY
Guided individual research on topic mutually agreed upon by student and journalism instructor.
Credits: 1-6
Course Notes: Consent of Department Head.

JOUR 499 - GRADUATE INTERNSHIP
Advanced in-service training with professional publication, broadcast station, public relations or advertising agency. Minimum of 15 hours per week for 15 weeks or the equivalent must be spent with employer.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: JOUR 405 and JOUR 411
Course Notes: Instr. consent
MGMT 402 - BUSINESS ANALYSIS
This course provides the fundamental concepts of business analysis that are essential to the practice and further advanced study in the field. The course will cover the International Institute of Business Analysis BABOK® knowledge areas, business analysis skills and techniques. Topics will include business analysis planning and monitoring, elicitation, requirements management and communication, enterprise analysis, requirements analysis, solution assessment and validation. Cross-listed with INFS 402.
Credits: 3
Prerequisites: BADM 401

MGMT 403 - QUANTITATIVE ANALYSIS FOR MANAGERS
Covers quantitative techniques used in human resource management, market research, operations management, I/O psychology and other business research arenas. Students are provided both a conceptual understanding of the various statistical tests available and the ability to interpret the results of quantitative analyses which support decision-making in a business context. Topics include problem analysis, research design, data presentation, probability, regression analysis, statistical inference, and other related techniques. Cross-listed with ECON 436.
Credits: 3
Prerequisites: BADM 401

MGMT 405 - SOCIAL ENTREPRENEURSHIP I: CREATING THE VISION
This course is for students who will found or lead businesses that also have a social mission, or will advise or work with social entrepreneurs, as they seek to jointly create social and business value. It is the goal of this course to prepare students to lead companies that have embedded social missions and to engage various stakeholders that are at the nexus of business and social value. Cross-listed with SENT 405.
Credits: 3

MGMT 406 - SOCIAL ENTREPRENEURSHIP II: IMPLEMENTATION
In Social Entrepreneurship II, we actually become social entrepreneurs by studying the everyday structural, legal and financial challenges associated with launching a business enterprise in its efforts to create social impact. Students will take their business model from Social Entrepreneurship I, and further develop it by performing additional market research, prototyping and practicing continuous investor initiatives. Students will work through issues of market analysis, technology viability assessment, competitive positioning, team building, product life cycle planning, marketing strategy and financing, with a major emphasis on learning how to attract investment capital. Cross-listed with SENT 406.
Credits: 3
Prerequisites: MGMT 405 or SENT 405

MGMT 407 - EXECUTIVE LEADERSHIP
Principles of organization required for successful management and the ability to lead subordinates. Topics include employee motivation, leadership theories, ethics, decision making, conflict management, group dynamics, power and politics, and organization culture.
Credits: 3
Prerequisites: BADM 401

MGMT 420 - CORPORATE SOCIAL RESPONSIBILITY
Students will explore the challenges inherent in creating and leading organizations that perform well financially as well as environmentally and socially. The course will cover contemporary challenges in ethics, corporate social responsibility (CSR) and sustainability; a company's CSR strategy is an important factor in attracting top talent. Employees as well as customers are seeking organizations that are focused on the triple bottom line: people, the planet and revenue.
Credits: 3
Prerequisites: BADM 401

MGMT 421 - OPERATIONS MANAGEMENT
Managerial issues in operations including management of technology, operations strategy for both manufacturing and service industries, and management for quality. Case studies.
Credits: 3
Prerequisites: MGMT 403 and BADM 401

MGMT 423 - BEHAVIORAL SCIENCE SYSTEM FOR MANAGEMENT
Current concepts in behavioral science applied to human relations in business organizations. Employee needs and job characteristics, methods of motivation, job enlargement and enrichment, goal-oriented management, effect of systems approach to management of employee and organization structure, administration of employee and executive development programs. Cross-listed with HRM 423.
Credits: 3
Prerequisites: MGMT 403 and BADM 401

MGMT 432 - LABOR AND EMPLOYEE RELATIONS
Course focuses on both unionized and non-unionized employee relations. Labor relations portion focuses on labor law, union structures, collective bargaining process, collective bargaining agreement features, grievance handling, analysis of labor-management conflict, and conflict resolution options. Non-union employee relations portion focuses on developing policies designed to create a productive, supportive work environment for employees, specifically examining how employees and supervisors resolve conflicts and communicate to achieve a climate that enhances performance. Cross-listed with HRM 432.
Credits: 3
Prerequisites: HRM 400 or HRM 405

MGMT 440 - BUSINESS PLAN & STRATEGY NEW VENTURES
Applied course in entrepreneurship. Selection and evaluation of a specific business concept; research into industry trends, competition, and the target market; marketing strategies. The completed business plan is presented in written and oral forms. Cross-listed with MKTG 440.
Credits: 3
Prerequisites: MKTG 406

MGMT 445 - BUSINESS FORECASTING
All businesses must plan for the future if they want to stay in business. Since the future is so unpredictable, if we accept what it is, without at least preparing for it, we will likely be on a course toward failure. This course explains forecasting procedures that have been proven useful for business planning and decision making. It deals with regression, the seven cardinal pitfalls of regression and suggested remedies, autocorrelation, dummy variables, Box-Jenkins procedures, and it demystifies the Greeks. You will be introduced to some required theory and modeling techniques, as well as use powerful statistical software as a business tool. You will receive considerable practice with hands-on cases at the enterprise, industry and macro-economic levels. In class presentations and written reports are expected.
Credits: 3
Prerequisites: MGMT 403 and BADM 401
MGMT 452 - INTERNATIONAL BUSINESS ENVIRONMENT ANALYSIS  
International business environments inside and outside firms operating in several nations. Analysis of international economic, political, and cultural forces as they relate to marketing, financial, and manpower functions. 
Credits: 3  
Prerequisites: ECON 403

MGMT 453 - INTERNATIONAL MANAGEMENT & LEADERSHIP  
The role that national culture plays in managing people and developing managerial systems at the multinational and global level. How different national/regional cultures affect issues such as employee motivation, teams and group dynamics, leadership, negotiation and conflict resolution, communication patterns, and approaches to organizational change. 
Credits: 3  
Prerequisites: MGMT 407

MGMT 454 - INTERNATIONAL EXPERIENCE  
This course is for Graduate students who wish to have a significant international experience before they graduate. It is designed to help students appreciate global issues and to better understand cross-cultural challenges. This experience will include participation in classes, company tours, and interaction with students and the faculty of the host university. Students will also take part in local cultural activities. Preparation for this weekend experience will include at least two class sessions on the Saturdays prior to departure and a possible class session after returning from abroad. You may be required, but not limited, to research industries or companies, prepare for academic lectures and understand cultural differences between countries. Click on the red five-digit CRN for details. 
Credits: 1-3  
Course Notes: Consent of College of Business Advisor required.

MGMT 456 - INTERNATIONAL MARKETING ANALYSIS  
Extended case study of international marketing planning. Subtopics include overseas market selection, international aspects of demand analysis, product adaptation, channel selection, pricing behavior, promotion strategy, and organization. Export-import transactions, including transportation and logistics. Cross-listed with MKTG 456. 
Credits: 3  
Prerequisites: MGMT 452 and MKTG 406

MGMT 456 - INTERNATIONAL MARKETING ANALYSIS  
Extended case study of international marketing planning. Subtopics include overseas market selection, international aspects of demand analysis, product adaptation, channel selection, pricing behavior, promotion strategy, and organization. Export-import transactions, including transportation and logistics. Cross-listed with MKTG 456. 
Credits: 3  
Prerequisites: MGMT 452 and MKTG 406

MGMT 456 - INTERNATIONAL MARKETING ANALYSIS  
Extended case study of international marketing planning. Subtopics include overseas market selection, international aspects of demand analysis, product adaptation, channel selection, pricing behavior, promotion strategy, and organization. Export-import transactions, including transportation and logistics. Cross-listed with MKTG 456. 
Credits: 3  
Prerequisites: MGMT 452 and MKTG 406

MGMT 457 - PROJECT MANAGEMENT  
Applied approach to the study of project management. An integrative framework for understanding principles and practices of project management, including origins, applications, and philosophy. The role of project management in organizations; the use of teams in and implementation of project management practices. Cross-listed with INFS 488. 
Credits: 3  
Prerequisites: INFS 401

MGMT 458 - STRATEGIC INNOVATION & NEW PRODUCT DEVELOPMENT  
The development of new products (goods or services) is an intensive process. This course examines that process from the marketing perspective and identifies the key points of contact and influence with management, finance, organizational policy, and strategic planning. This course is very much concerned with ideas and how to select the best ideas and make them a reality, using strategies and tools that are considered best practices. 
Credits: 3  
Prerequisites: MGMT 403

MGMT 459 - STRATEGIC MANAGEMENT -- SINGLE BUSINESS ORGANIZATIONS  
Strategy in the context of a total enterprise from the standpoint of top management. Students will determine organizational mission and objectives, analyze the company and the industry, and balance the tensions between strategy and social responsibility, strategy and competitive advantage, and strategy and various forms of diversification. Cases cover large, small, profit, and nonprofit single business organizations. This course should be taken near the end of the MBA program as it requires decision-making based on prior graduate studies. 
Credits: 3  
Prerequisites: MGMT 403, ACCT 405, and FIN 408, and ECON 403, and BADM 401, and MKTG 406
MGMT 490 - MULTIDIVISIONAL ORGANIZATIONS
A case-oriented course integrating the problems and approaches to formulation and implementation of strategy in the context of a total enterprise. Case about large and small, profit and nonprofit multidivisional organizations will be examined. Students will perform organizational mission and objective determination; industry ethics and social responsibility; strategy and competitive advantage; and strategy and various forms of diversification. The course is built on team analysis and presentations. Decision-making from a top management point of view requires knowledge and skills from prior graduate studies.
Credits: 3
Prerequisites: MGMT 489

MGMT 491 - SPECIAL TOPICS IN MANAGEMENT
Content varies. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 1-3

MGMT 492 - PROFESSIONAL MANAGEMENT INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to graduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment, consent is, required by the Internship Coordinator, George Seyk, at gseyk@roosevelt.edu

MGMT 493 - SEMINAR IN MANAGEMENT
Credits: 3

MGMT 495 - MANAGEMENT INDEPENDENT STUDY
Intensive study of a management topic under the direction of a management faculty member. Project is selected by the student with approval of the supervising faculty member, department chair, and dean.
(1-3)
Credits: 1-6
Course Notes: Consent of Instructor and Academic Head
MARKETING (MKTG)

MKTG 406 - MARKETING STRATEGY: THEORY & PRACTICE
Foundation for understanding all basic concepts of marketing; organized on a managerial framework so that students can apply basic marketing concepts to decision making and managing marketing activities. Emphasis on practical application through the use of cases. Development of a conceptual marketing plan, given a specific set of market, product and environmental conditions.
Credits: 3
Prerequisites: BADM 401

MKTG 425 - COMMUNICATION & CONSUMER BEHAVIOR
Internal and external forces influencing consumers' decision making. Current theories of consumer market behavior and marketing communication techniques.
Credits: 3
Prerequisites: MKTG 406

MKTG 426 - RESEARCH FOR MARKETING DECISIONS
Role of marketing research in contemporary marketing strategies. Relevant secondary information sources and techniques, such as focus groups. Experimental and other study designs; questionnaire development; data collection, processing, and analysis. Appropriate statistical techniques for data analysis.
Credits: 3
Prerequisites: MKTG 406 and MGMT 403

MKTG 440 - BUSINESS PLAN & STRATEGY NEW VENTURES
Applied course in entrepreneurship. Selection and evaluation of a specific business concept; research into industry trends, competition, and the target market; marketing strategies. The completed business plan is presented in written and oral forms. Cross-listed with MGMT 440.
Credits: 3
Prerequisites: MKTG 406

MKTG 456 - INTERNATIONAL MARKETING ANALYSIS
Extended case study of international marketing planning. Subtopics include overseas market selection, international aspects of demand analysis, product adaptation, channel selection, pricing behavior, promotion strategy, and organization. Export-import transactions, including transportation and logistics.
Credits: 3
Prerequisites: MKTG 406 or MGMT 452

MKTG 480 - SPECIAL TOPICS IN MARKETING
The development of new products (goods or services) is an intensive process. This course examines that process from the marketing perspective and identifies the key points of contact and influence with management, finance, organizational policy, and strategic planning. This course is very much concerned with ideas and how to select the best ideas and make them a reality, using strategies and tools that are considered best practices.
Credits: 3

MKTG 492 - PROFESSIONAL MARKETING INTERNSHIP
A supervised professional learning experience at a business or non-profit site. Must be arranged with internship coordinator and/or program director. Maximum of 3 credit hours can be applied to graduate business program.
Credits: 1-3
Attributes: Transformational Service Learning
Course Notes: Internship requirements vary by assignment; consent is required by the Internship Coordinator, George Seyk at gseyk@roosevelt.edu.

MKTG 495 - MARKETING INDEPENDENT STUDY
Intensive study of a marketing topic under the direction of a marketing faculty member. Project is selected by the student with approval of the supervising faculty member, school director, and dean.
Credits: 1-3
Course Notes: Consent of Instructor and Academic Head
MATH 401 - ALGEBRA FOR TEACHERS
The conceptual foundations for elementary and middle school algebra will be covered through an investigation of the fundamentals of algebraic modeling. Course topics will include: problem solving, real numbers and mathematical operations, algebraic notation, solving equations, patterns, formulas, graphing linear equations, solving systems of equations, direct and inverse variation, quadratic and exponential functions, and the application of functions. Although emphasis will be on mathematical content and concepts, pedagogy consistent with the NCTM Standards for Teaching Mathematics and problem-based learning will be modeled throughout the course.
Credits: 3
Prerequisites: MATH 115
Course Notes: or Illinois Teaching Certificate.

MATH 407 - CHAOS AND FRACTALS
Introduction to discrete and continuous dynamical systems; stability; chaotic behavior; fractals and fractal measures.
Credits: 3
Course Notes: MATH 233 and MATH 300 required/MATH307 recommended

MATH 409 - DATA MINING
Methods of knowledge discovery in massive data, i.e. the study of computer-assisted process of digging through and analyzing enormous data sets and then extracting the "meaning" of the data by applying mathematical methods. The methods that we study in this course are designed to predict behaviors and future trends based on existing data. Topics include classification techniques, clustering techniques, association rule discovery techniques, techniques for improving data quality.
Credits: 3
Course Notes: Math/ASCS 300 with a min grade of C, and (Math 217 or Econ 234 or Math 347, with a min grade of C-).

MATH 410 - FORMAL LANGUAGES & AUTOMATA
Finite automata and regular languages; push-down automata and context-free languages. Turing machines, linear-bounded automata, and context sensitive languages. See also Cst 410.
Credits: 3
Course Notes: CST 280

MATH 411 - NUMERICAL ANALYSIS
Course Notes: MATH 300 and MATH 307
Credits: 3

MATH 412 - OPERATIONS RESEARCH
Course Notes: MATH 300 required.
Credits: 3

MATH 413 - LINEAR PROGRAMMING & OPTIM
Models of optimization with linear constraints and objectives; simplex method and related algorithms; duality and sensitivity; transportation and assignment problems; games and network flows. See also Cst 428.
Credits: 3
Course Notes: MATH 122

MATH 414 - COMBINATORICS
Course Notes: MATH 232 and MATH 300
Credits: 3

MATH 415 - ALGEBRA FOR TEACHERS
Elementary properties of groups, rings, integral domains, and fields; symmetry; factorization of integers and polynomials; construction of quotient field of an integral domain.
Credits: 3
Course Notes: MATH 300 required.

MATH 416 - HISTORY OF MATHEMATICS
Evolution of mathematical ideas; major developments; problem solving, algorithms, and theoretical framework.
Credits: 3
Course Notes: MATH 231

MATH 417 - GEOMETRY
Comparative study of modern postulates, invariants, and implications of Euclidean, projective, and non-Euclidean geometries.
Credits: 3
Course Notes: MATH 231 or MATH 245 or MATH 290 required with a min grade of C-.

MATH 418 - NUMBER THEORY
Study of integers. Division and Euclidean algorithms, prime numbers, unique factorization; Diophantine equations; congruences; Fermat's and Euler's theorems; quadratic reciprocity.
Credits: 3
Course Notes: MATH 231 or MATH 245 or MATH 290 required

MATH 419 - ALGEBRA FOR TEACHERS
The conceptual foundations for elementary and middle school algebra will be covered through an investigation of the fundamentals of algebraic modeling. Course topics will include: problem solving, real numbers and mathematical operations, algebraic notation, solving equations, patterns, formulas, graphing linear equations, solving systems of equations, direct and inverse variation, quadratic and exponential functions, and the application of functions. Although emphasis will be on mathematical content and concepts, pedagogy consistent with the NCTM Standards for Teaching Mathematics and problem-based learning will be modeled throughout the course.
Credits: 3
Prerequisites: MATH 115
Course Notes: or Illinois Teaching Certificate.

MATH 420 - INTRODUCTION TO ABSTRACT ALGEBRA
Elementary properties of groups, rings, integral domains, and fields; symmetry; factorization of integers and polynomials; construction of quotient field of an integral domain.
Credits: 3
Course Notes: MATH 300 required.

MATH 423 - COOPERATION AND COMPETITION
Study of the ways in which strategic interactions among autonomous agents produce outcomes with respect to the preferences (or utilities) of those agents. This course covers game-theoretic foundations of cooperative and non-cooperative behavior of independent agents. The course emphasizes applications drawn from artificial intelligence, decision theory, economics, psychology, business management and finance.
Credits: 3
Course Notes: ACSC 300 with a min grade of C- or MATH 300, with a min grade of C- or ACSC 246 with a min grade of C- or MATH 246 with a min grade of C- and (MATH 245 with a min grade of C- or MATH 290 with a, min grade of C- or MATH 217 with, a min grade of C- or MATH 23

MATH 428 - LINEAR PROGRAMMING & OPTIM
Models of optimization with linear constraints and objectives; simplex method and related algorithms; duality and sensitivity; transportation and assignment problems; games and network flows. See also Cst 428.
Credits: 3
Course Notes: MATH 122

MATH 430 - NUMERICAL ANALYSIS
Solution of equations by iteration; interpolation; numerical differentiation and integration; numerical solutions to linear systems. Computer use course. See also Cst 330.
Credits: 3
Course Notes: MATH 232 and MATH 300

MATH 432 - OPERATIONS RESEARCH
Stochastic methods in operations research. Queuing theory; Markov processes; decision analysis; simulation; stochastic dynamic programming.
Credits: 3
Course Notes: MATH 231, Math 217 or Math 347.

MATH 435 - TOPICS II IN APPLIED MATHEMATICS
Linear eigenvalue and boundary value problems; Fourier series and integrals; Laplace transforms.
Credits: 3
Course Notes: MATH 232 and (MATH 245 or MATH 290) all with a C- or higher, required.

MATH 445 - COMBINATORICS
Permutations and combinations; identities involving binomial coefficients; inclusion-exclusion principle; recurrence relations; generating functions; introduction to theory of graphs.
Credits: 3
Course Notes: MATH 232 and (MATH 245 or MATH 290) all with a C- or higher, required.

MATH 446 - STOCHASTIC PROCESSES
Poisson and renewal processes. Markov chains with applications to queuing theory, inventory control, and population growth.
Credits: 3
Prerequisites: ACSC 347 or MATH 347 or MATH 447
MATH 447 - ADVANCED PROBABILITY
Probability models; random variables; probability distributions; expectation and moment generating functions of random variables; multivariate distributions.
Credits: 3
Course Notes: MATH 347

MATH 448 - PROBABILITY AND STATISTICS II
Continuation of Math 447. Distributions of functions of random variables, sampling distributions; Central Limit Theorem; point estimators and confidence intervals; hypothesis testing; linear models.
Credits: 3
Course Notes: Math 347 or ACSC 347 with min grade C-.

MATH 449 - REGRESSION & 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 required.
Credits: 3
Prerequisites: MATH 448
Course Notes: ( MATH 231 with a min grade of C- and ( MATH 217, with a min grade of C- or ECON 234, with a min grade of C- ) ) or ACSC 348 with a min grade of C- or MATH 348 with a min grade of C-.

MATH 450 - BOOLEAN ALG & SWITCH THEORY
Credits: 3
Course Notes: MATH 245 or MATH 290 required.

MATH 455 - FUNCTIONS OF A COMPLEX VAR
Elementary functions of a complex variable, complex differentiation and integration, Cauchy-Goursat theorem, Taylor and Laurent series, singularities and residues, conformal mapping.
Credits: 3
Course Notes: MATH 233 and (MATH 245 or MATH 290)

MATH 457 - ANOVA & EXPERIMENTAL DESIGN
One-way analysis of variance (ANOVA), multiple comparison methods, basic experimental designs, analysis of covariance (ANCOVA), factorial treatment structures, split plots, confounding and fractional replication in 2<sup>n</sup> factorial systems.
Credits: 3
Prerequisites: MATH 217 or MATH 238 or ACSC 348 or MATH 348 or MATH 448 or ECON 234 or PSYC 407 or MGMT 403

MATH 458 - THEORY OF INTEGRATION
The Lebesgue integral and its relation to the Riemann integral, convergence theorems, elements of measure theory.
Credits: 3
Prerequisites: MATH 300 and MATH 352
Course Notes: MATH 300 and MATH 352 required.

MATH 469 - ACTUARIAL MATHEMATICS I
Survival distributions and life tables; life insurance; life annuities.
Credits: 3
Course Notes: (ACSC 347 with a min grade of C- or MATH 347 with, a min grade of C- ) and ( ACSC 367 with, min grade of C- or MATH 367 with a min, grade of C- or concurrent)

MATH 470 - ACTUARIAL MATHEMATICS II
Benefit premiums; benefit reserves; multiple life functions; multiple decrement models.
Credits: 3
Prerequisites: MATH 469
Course Notes: or Math 369 or Acsc 369 with a min grade C-.

MATH 471 - TOPOLOGY
Set theory and metric spaces; topological spaces and continuity; separation, compactness, and connectedness.
Credits: 3
Course Notes: MATH 300 and MATH 352

MATH 475 - DERIVATIVES MARKETS
We will cover binomial option pricing, the Black-Scholes Formula and equation, market-making and delta hedging, exotic options, the lognormal distribution, Monte Carlo valuation, Brownian motion and Ito-bparity and other option relationships, volatility, interest rate models.
Credits: 3
Prerequisites: MATH 300 and MATH 352
Course Notes: Consent of instructor.

MATH 476 - 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; interpolation and smoothing; simulation.
Credits: 3
Prerequisites: MATH 448
Course Notes: or ACSC 348 or MATH 348.

MATH 477 - SURVIVAL MODELS
Survival data, survival functions, hazard functions, life tables, comparing two groups of survival data, parametric models of survival data, and sample size for survival studies.
Credits: 3
Prerequisites: ACSC 348 or MATH 348 or MATH 448
Course Notes: or concurrent

MATH 478 - TOPICS IN ACTUARIAL MATH
Course content varies. Topics in actuarial models and actuarial modeling. May be repeated for credit for up to six semester hours.
Credits: 3
Course Notes: Consent of instructor.

MATH 480 - ACTUARIAL SCIENCE SEMINAR
Applications of mathematical and financial models to actuarial problems and practice. Topics vary and may include risk management and insurance, corporate finance, price theory, actuarial models, loss models, simulation, and survival models.
Credits: 3
Prerequisites: MATH 448
Course Notes: or Math 348 or Acsc 348. Preparation for Exam FM (Chgo), and Exam P (Sch).

MATH 480FM - ACTUARIAL SCIENCE SEMINAR
Preparation for the Society of Actuaries Exam FM and the Casualty Actuarial Society Exam 2.
Credits: 3
Course Notes: Should have ACSC 367 or MATH 367 both with a min grade, of C-. Preparation for Exam FM.
MATH 480P - ACTUARIAL SCI SEM: EXAM P/1
Preparation for the Society of Actuaries Exam P and the Casualty Actuarial Society Exam 1.
Credits: 3
Prerequisites: MATH 448
Course Notes: Preparation for Exam P., ACSC 347 with a min grade of C- or concurrent or, MATH 347 with a min grade of C-

MATH 485 - FUNCTIONAL ANALYSIS
Credits: 3
Course Notes: MATH 300 and MATH 352

MATH 488 - SPECIAL TOPICS
Course content varies. May be repeated for up to nine semester hours. This topics course may not be cross-listed with undergraduate coursework.
Credits: 1-3
Course Notes: Prerequisites vary by topics.

MATH 489 - SPECIAL TOPICS
Course content varies. May be repeated for up to nine semester hours.
Credits: 1,3

MATH 490 - MASTER'S THESIS
Individual projects pursued under an instructor's supervision.
Credits: 3

MATH 495 - INDEPENDENT STUDY
Individual projects pursued under an instructor's supervision.
Credits: 1-6
Course Notes: Consent of instructor
MUSIC : GUITAR (GUIT)

GUIT 400 - PERFORMANCE CLASS
Credits: 0
Attributes: Humanities

GUIT 401 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Dept. consent

GUIT 402 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 401
Course Notes: or placement

GUIT 403 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 402
Course Notes: or placement

GUIT 404 - GUITAR (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: GUIT 403
Course Notes: or placement

GUIT 411 - GUITAR (MAJOR)
Credits: 2-6
Attributes: Humanities
Course Notes: Dept. consent

GUIT 412 - GUITAR (MAJOR)
Credits: 2-6
Attributes: Humanities
Prerequisites: GUIT 411
Course Notes: or placement

GUIT 413 - GUITAR
Credits: 2-6
Attributes: Humanities
Prerequisites: GUIT 412
Course Notes: or placement

GUIT 414 - GUITAR
Credits: 2-6
Attributes: Humanities

GUIT 415 - JURY (GRAD)
Credits: 2
Attributes: Humanities

GUIT 420 - SOLO RECITAL
Credits: 1-2
Attributes: Humanities
Prerequisites: GUIT 412
Course Notes: or concurrent.

GUIT 499 - GUITAR JURY
Performance of required repertory and technique for a faculty panel.
Credits: 0
Attributes: Humanities
MUSIC ACADEMIC STUDIES (MAS)

MAS 401 - STYLE AND LITERATURE
Introduction to tools and techniques for advanced research and discourse about Western music of any genre and style period. Understanding and application of the concepts of style, criticism, analysis, context, and interpretation. Examination of a wide variety of music through various analytical and critical approaches. Refinement of research methods and written and oral presentation skills. Students must have passed or been exempted from two of the following: MUHL 385, 386, and 387.
Credits: 3
Prerequisites: MUHL 385 and MUHL 386 and MUHL 387
Course Notes: Completion of or exemption from at least two, of the following: MUHL 385, MUHL 386, MUHL 387.

MAS 445 - SEMINAR IN OPERA
Exploration of special topics in the operatic repertory.
Credits: 3
Prerequisites: MAS 401

MAS 461 - SCHENKERIAN ANALYSIS
Study of the reductive analytic technique of Heinrich Schenker and its application to tonal music of the 18th and 19th centuries through primary and secondary sources and independent and directed analysis. Significant critiques of the method; application to pre- and post-tonal music; the relevance of reductive analysis to performance.
Credits: 3
Prerequisites: MAS 401

MAS 471 - SEMINAR IN EARLY MUSIC
Exploration of special topics in music to 1750.
Credits: 3
Prerequisites: MAS 401

MAS 472 - SEMINAR: CLASSIC ERA
Exploration of special topics in music of the Classic period.
Credits: 3
Prerequisites: MAS 401

MAS 473 - SEMINAR: ROMANTIC ERA
Exploration of special topics in Romantic music.
Credits: 3
Prerequisites: MAS 401

MAS 474 - TOP: EXPLORATION OF 1900-1950 MUSIC
Exploration of Special Topics in music 1900-1950
Credits: 3
Prerequisites: MAS 401

MAS 475 - SEMINAR: MUSIC SINCE 1950
Exploration of special topics in music since 1950.
Credits: 3
Prerequisites: MAS 401

MAS 480 - SEMINAR IN MUSICOLOGY
Exploration of special topics or repertories.
Credits: 3
Prerequisites: MAS 401

MAS 495 - INDEPENDENT STUDY
Independent Study.
Credits: 1-3
MUSIC COMPOSITION (MCMP)

MCMP 411 - GRADUATE COMPOSITION I
Creative work in larger forms; may be directed toward electroacoustic composition.
Credits: 4

MCMP 412 - GRADUATE COMPOSITION II
Creative work in larger forms; may be directed toward electroacoustic composition.
Credits: 4

MCMP 413 - GRADUATE COMPOSITION III
Creative work in larger forms; may be directed toward electroacoustic composition.
Credits: 4

MCMP 414 - GRADUATE COMPOSITION IV
Creative work in larger forms; may be directed toward electroacoustic composition.
Credits: 4

MCMP 425 - THE ART AND PROCESS OF COMPOSING
This course is designed to help individual musicians to learn music composition in its beginning stages; smaller forms of composition, emphasizing motivic transformation, rhythmic organization, and structural principles. Students will develop a familiarity with various instruments and learn how to compose an effective piece with a limited amount of musical material. Students will complete three composition projects and three listening assignments.
Credits: 3

MCMP 426 - COMPOSITION II: THE PERSONAL MUSE
This course is designed to help individual musicians to continue to explore the core of music composition; form, texture, transformation, orchestration, and structural principles on a larger scale. Students will complete two composition projects and two listening assignments. Discussion of contemporary composers’ writings.
Credits: 3
Prerequisites: MCMP 425
Course Notes: Or Consent

MCMP 490 - THESIS
Credits: 2
MUSIC ENSEMBLE (ENS)

ENS 402 - SYMPHONY ORCHESTRA
Performance of major works for symphony and/or chamber orchestra.
Credits: 1
Course Notes: Must audition

ENS 403 - WIND ENSEMBLE
Performance of major works for wind ensemble.
Credits: 1
Course Notes: Must audition

ENS 404 - BRASS ENSEMBLE
Performance of major works for brass ensemble.
Credits: 1
Course Notes: Must audition.

ENS 405 - CHAMBER MUSIC (PIANO)
Study, rehearsal and performance of works from the keyboard chamber music repertory (string, wind, or mixed instrumentation).
Credits: 1
Prerequisites: PIA 412 or PIA 451
Course Notes: Departmental approval

ENS 406 - CHAMBER MUSIC (WINDS/BRASS)
Study, rehearsal and performance of works from the wind/brass chamber music repertory.
Credits: 1
Course Notes: Departmental approval. Applied instrument 411 or 451, required.

ENS 406Y - VOCAL JAZZ ENSEMBLE
Credits: 0

ENS 407 - CHAMBER MUSIC (STRINGS)
Study, rehearsal and performance of works from the string chamber music repertory.
Credits: 1
Course Notes: Departmental approval. Applied instrument 411 or 451, required.

ENS 408 - PERCUSSION ENSEMBLE
Study, rehearsal and performance of works from the percussion chamber music repertory.
Credits: 1
Course Notes: Departmental approval. Applied instrument 411 or 451, required.

ENS 409 - CLASSICAL GUITAR ENSEMBLE
Study and performance of literature for guitar duo, trio, and quartet, as well as combinations with other instruments/voice.
Credits: 1
Course Notes: Departmental approval

ENS 411 - LARGE INSTRUMENTAL ENSEMBLE
Performance of major works for orchestra and wind ensemble.
Credits: 1
Course Notes: Must audition.

ENS 411Y - LARGE ENSEMBLE PARTICIPATION
Performance of major works for orchestra and wind ensemble.
Credits: 0

ENS 417 - STRING QUARTET STUDY
Development, study, and mastery of an annual selection of varied programs for use in performing venues both at CCPA and for outside engagements, along with a programming philosophy for various situations.
Credits: 2
Course Notes: Prerequisites: Applied Music 451 (may be concurrent), Open only to students in the PD/Chamber Music Program.

ENS 450 - BERKSHIRE FESTIVAL CHORUS
Credits: 2

ENS 495 - INDEPENDENT STUDY
Credits: 1-6
MUSIC HISTORY & LITERATURE (MUHL)

MUHL 385 - OVERVIEW: MUSIC THEORY TO 1900
Review of tonal music theory (including chromaticism and form).
Required of MM students not sufficiently prepared for music academic coursework.
Credits: 1

MUHL 386 - OVERVIEW: MUSIC HISTORY TO 1900
Review of music history through the beginning of the 20th century.
Required of MM students not sufficiently prepared for music academic coursework.
Credits: 1

MUHL 387 - OVERVIEW OF MUSIC SINCE 1900
Harmonic/stylistic and historical overview of music since 1900.
Required of MM students not sufficiently prepared for music academic coursework.
Credits: 1

MUHL 421 - PERFORMANCE PRACTICE 1600-1800
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.
Credits: 3

MUHL 422 - 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.
Credits: 3

MUHL 495 - INDEPENDENT STUDY
Individual research under departmental guidance on problems of specific interest to student. (1-3)
Credits: 1-6
Course Notes: Consent of instructor
MUSIC PEDAGOGY (MPE)

MPE 430 - ADVANCED PIANO PEDAGOGY
Teaching approaches for adult students, beginning through advanced levels. Instructional techniques for group piano classes (including working in a digital piano lab). Study and evaluation of piano literature and methods. Curriculum planning for class instruction.
Credits: 3

MPE 495 - INDEPENDENT STUDY
Credits: 1-3
MUSIC PERFORMANCE (PERF)

PERF 387 - GRADUATE DICTION REVIEW: ENGLISH/GERMAN
Review of principles of English and German diction for singers and use of the International Phonetic Alphabet. No credit toward MM degree.
Credits: 2
Course Notes: By placement.

PERF 388 - GRADUATE DICTION REVIEW: ITALIAN/FRENCH
Review of principles of Italian and French diction for singers and use of the International Phonetic Alphabet. No credit toward MM degree.
Credits: 2
Course Notes: By placement.

PERF 400 - PRIVATE APPL MUS (GR)
Credits: 2-4
Course Notes: Dept. Instr. consent; Co-req. ELP 70's/80's Level

PERF 401 - ADV STUDY/ PERF ORCH REP I
Intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for professional auditions.
Credits: 1-2
Course Notes: Dept. consent

PERF 402 - ADV STUDY/ PERF ORCH REP II
Intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for professional auditions.
Credits: 1-2
Prerequisites: PERF 401

PERF 403 - ADV STUDY/ PERF ORCH REP III
Credits: 1-2
Prerequisites: PERF 402

PERF 404 - ADVANCED STUDY AND PERFORMANCE OF ORCHESTRAL REPertoire IV
Intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for professional auditions.
Credits: 1-2
Prerequisites: PERF 403

PERF 405 - ORCHESTRAL AUDITION WORKSHOP
For orchestral studies majors at the master's and diploma levels. Performance of required repertoire for a jury of faculty in a formal audition setting. Preparation for final audition in workshops and master classes throughout the semester. Audition repertoire consists of one solo piece of the student's choice (concerto or sonata movement, etc.), selections from required excerpts, and sight reading. May be taken concurrently with PERF 401-403. (2)
Credits: 2
Course Notes: Dept. consent

PERF 411 - ADV STUDY/ PERF ORCH EXCERPTS
Intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for professional auditions.
Credits: 1-2
Course Notes: Dept. consent

PERF 413 - ADV STUDY/PERF ORCH EXERPTS
Intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for professional auditions.
Credits: 1-2
Prerequisites: PERF 412

PERF 414 - ADV STUDY/ PERF ORCH EXCERPTS
Intensive study of technically and musically demanding orchestral excerpts with emphasis on preparation for professional auditions.
Credits: 1-2
Prerequisites: PERF 413

PERF 418 - SOLO PERFORMANCE
For diploma-level students. Public performance in a recital setting. Program may consist entirely of solo literature or may be a combination of solo and chamber works.
Credits: 2
Course Notes: Dept. consent

PERF 419 - INTRO TO HIST KYBD INSTRUMENTS
Fundamentals of harpsichord playing for advanced pianists. Technical issues, registration, ornamentation, improvisation, and other specific topics. Survey of literature and genres. (2)
Credits: 3

PERF 420 - ORCH EXCERPTS JURY/GRAD
Performance of orchestral excerpts for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in PERF 401,402,403, or 404.

PERF 421 - ORCH EXCERPTS JURY/DIPLOMA
Performance of orchestral excerpts for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in PERF 411,412,413, or 414.

PERF 423 - ORCHESTRAL SEMINAR I
Preparation for a career as an orchestral musician. 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.
Credits: 1

PERF 424 - ORCHESTRAL SEMINAR II
Continuation of 423. Preparation for a career as an orchestral musician.
Credits: 1
Prerequisites: PERF 423

PERF 425 - THE OPERATIC SINGING ACTOR
Workshop course in skills needed to become an operatic performer (acting, movement, role preparation)
Credits: 1
Prerequisites: VOI 411
Course Notes: Consent

PERF 427 - OPERA ENSEMBLE
Staged and costumed production of a complete operatic work, culminating in public performance.
Credits: 1

PERF 427Y - OPERA STUDIO:REH/PERF
Preparation and performance of assigned role in staged opera production.
Credits: 0
PERF 434 - COMPREHENSIVE GUITAR TECHNIQUE
Exploration of the purpose and approach to the technical exercise. Topics of basic guitar technique, principles of finger mechanics, relation of technique and repertoire, and development of a didactical understanding of the physical approach.
Credits: 2
Prerequisites: GUIT 411

PERF 435 - ORCHESTRAL EXCERPTS - BASS
Study of major orchestral works with emphasis on style, technique, musicianship, and ensemble; experience in mock auditions.
Credits: 1
Prerequisites: STB 411

PERF 436 - HISTORY AND PERFORMANCE OF GUITAR LITERATURE
Exploration of the history of the classical guitar and related instruments (lute and vihuela) from the Renaissance to the present day. The range of study will include the physical development of the instruments, techniques, solo and ensemble music (both original and transcriptions) with an emphasis on historic forms and theoretical analysis, composers and prominent performers.
Credits: 3
Prerequisites: GUIT 411

PERF 438 - CAREER SEMINAR FOR CLASSICAL GUITAR MAJORS
To educate Classical Guitar Performance majors about professional development and possibilities in the field beyond solo performance.
Credits: 2
Prerequisites: GUIT 411

PERF 441 - ALEXANDER TECHNIQUE
Through application of the methodology of F.M. Alexander, students will explore bodily tension related to physical habits they have developed while performing, and the relationship between tension and stress, performance anxiety, and injury. Activities include readings, projects, and in-class as well as individualized bodywork.
Credits: 2
Course Notes: Open to diploma students only. MM students with consent.

PERF 442 - ORCHESTRAL EXCERPTS - VIOLIN
Study of major orchestral works with emphasis on style, technique, and musicianship; experience in mock auditions.
Credits: 1
Prerequisites: VLN 411

PERF 443 - ORCHESTRAL EXCERPTS - VIOLA
Study of major orchestral works with emphasis on style, technique, and musicianship; experience in mock auditions
Credits: 1
Prerequisites: VLA 411

PERF 444 - ORCHESTRAL EXCERPTS - VIOLONCELLO
Study of major orchestral works with emphasis on style, technique, and musicianship; experience in mock auditions
Credits: 1
Prerequisites: VCEL 411

PERF 445 - SEMINAR IN PROFESSIONAL DEVELOPMENT
Development and implementation of a strategic business plan for a professional chamber music ensemble. Includes goals, research and development, marketing, public relations, programming, working with presenters and management, and related topics.
Credits: 2
Prerequisites: ENS 420

PERF 446 - SEMINAR IN COMMUNITY ENGAGEMENT
Development of community and school outreach programs: performance and verbal explication for assemblies; applied classroom presentation for a range of pre-college grades; applied instrumental training in groups and for individuals.
Credits: 2
Prerequisites: ENS 420

PERF 447 - JURY EXAM-FLUTE (VARIOUS)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 448 - JURY EXAM- CLARINET (VARIOUS)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 449 - JURY EXAM- Oboe (VARIOUS)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 450 - JURY EXAM- HORN (VARIOUS)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 451 - JURY EXAM-WOODWINDS (GRAD)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 452 - JURY EXAM- BRASS (GRAD)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 453 - JURY EXAM-STRINGS (GRAD)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 454 - JURY EXAM-PERC (GRAD)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 455 - JURY EXAM-PIANO (VARIOUS)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 456 - JURY EXAM-ORGAN (VARIOUS)
Performance of repertoire for a panel of department faculty.
Credits: 1
Course Notes: Concurrent enrollment in Applied 411, 412, 413, or 414.

PERF 460 - M HILLIS CONDUCTING SYMPOSIUM
Specialized choral conducting studies and activities with resident and guest faculty.
Credits: 2

PERF 461 - VOCAL COLLAB FOR PIANISTS
Techniques of collaborative piano playing in vocal music. Language, phrasing, style, literature, sightreading, musicianship, pedaling, and pedagogy. Students will sing as well as collaborate with singing partners.
Credits: 2
Prerequisites: PIA 411

PERF 462 - PRACTICUM: VOCAL ACCOMP
Supervised collaborative assignments in voice lessons and performance classes.
Credits: 1
Prerequisites: PERF 461

PERF 463 - INSTR COLLAB FOR PIANISTS
Techniques of collaborative piano playing in string and wind music. Transposition, style, sightreading, sound production, rehearsal techniques, and the collaborative process. Students will play as well as collaborate with instrumental partners.
Credits: 2
Prerequisites: PIA 411

PERF 464 - PRACTICUM: INSTR ACCOMP
Supervised collaborative assignments in instrumental studios and performance classes.
Credits: 1
Prerequisites: PERF 463
PERF 468 - OPERATIC LITERATURE AND INTERPRETATION FOR OPRA-PD PIANIST
The pianist will accompany all musical repertoire with singers as professor coaches the dramatic presentation of audition material, monologues, and arias, as well as all assigned roles. The pianist will gain knowledge of operatic literature and dramatic interpretation and will develop the professional skills required of a collaborative musician.
Credits: 2
Prerequisites: PIA 451
Course Notes: OPRA-PD only.

PERF 471 - TOWARD THE PROFESS SINGER
Evolution of the Western classical singing tradition via study of the history of the art forms, development of opera, historical recordings, performance traditions, creativity, literature and the other arts, and vocal health.
Credits: 1
Prerequisites: VOI 411

PERF 475 - CHICAGO OPERA THEATRE DIPLOMA SEMINAR
The presentation of audition and competition material, preparation of projects for CCPA and Chicago Opera Theater, discussion of a range of topics applying to the art form and profession as they arise.
Credits: 2
Prerequisites: VOI 451 or PIA 451
Course Notes: OPRA-PD only.

PERF 478 - OPERA VOCAL COACHING
Young Artists individually coach audition arias and competition repertoire in addition to all assigned repertoire that is to be presented at CCPA and Chicago Opera Theater.
Credits: 1
Prerequisites: VOI 451
Course Notes: OPRA-PD only.

PERF 480 - STRING PERFORMANCE CLASS
Performance of repertoire for an audience of peers and faculty. Required of all string majors every semester.
Credits: 0
Course Notes: Consent required.

PERF 481 - TOPICS FOR PROFESS SINGER
A graduate seminar designed to help the aspiring singers make the leap into professional work. Topics relate to the musical, physical, psychological, and business aspects of being a professional musician.
Credits: 2

PERF 485 - PERFORMANCE ART I
Credits: 3
Course Notes: THAR majors only. Instr. consent

PERF 488 - DRAMATIC COACHING
Individual coaching sessions on the dramatic presentation of audition material, monologues, arias, as well as all assigned material that is to be presented in OperaFest and the Spring Opera.
Credits: 1
Prerequisites: VOI 451
Course Notes: OPRA-PD only.

PERF 490 - APPLIED JURY EXAMINATION NON-CURRICULAR GRADUATE
Performance of repertoire for a panel of department faculty.
Credits: 0
Prerequisites: PERF 400 or PERF 495
Course Notes: Concurrent enrollment in PERF 400 or PERF 495
MUSIC THEORY & ANALYSIS (MTA)

MTA 402 - ADVANCED ORCHESTRATION
Scoring for various ensembles with emphasis on larger groups and orchestral writing. Study of representative traditional and contemporary scores, presentations, and arrangement projects.
Credits: 3

MTA 425 - INTRODUCTORY ELECTROACOUSTIC MUSIC
Introduction to music and sonic-art created through the means of electronics and computers. The history and theory of electro-acoustic music, musical acoustics, psychoacoustics, digital audio theory, digital signal processing. Development of listening skills. The main focus is on students' personal creative projects; students will complete one fixed electronic music project and several assignments on Max/MSP.
Credits: 3

MTA 426 - ELECTROACOUSTIC MUSIC II
Continuation of MTA 425. This class focuses on electro-acoustic music composition in fixed media with one instrument, and a brief introduction to live electronics with one instrument and digital video art using Max/MSP/Jitter. This class is offered in conjunction with the biennial Electro-Acoustic Music Festival where all students' works will be featured as well as works by guest composers.
Credits: 3
Prerequisites: MTA 425

MTA 495 - INDEPENDENT STUDY
Independent Study.
Credits: 1-3
MUSIC: BASSOON (BSSN)

BSSN 401 - BASSOON (MINOR)
Credits: 2
Course Notes: Dept. consent

BSSN 402 - BASSOON (MINOR)
Credits: 2
Prerequisites: BSSN 401
Course Notes: or placement

BSSN 411 - BASSOON (MAJOR)
Credits: 3,4
Course Notes: Dept. consent

BSSN 412 - BASSOON (MAJOR)
Credits: 3,4
Prerequisites: BSSN 411
Course Notes: or placement

BSSN 413 - BASSOON (MAJOR)
Credits: 3,4
Prerequisites: BSSN 412
Course Notes: or placement

BSSN 414 - BASSOON (MAJOR)
Credits: 3,4
Prerequisites: BSSN 413
Course Notes: or placement

BSSN 420 - SOLO RECITAL
Credits: 2
Prerequisites: BSSN 412
Course Notes: (may be concurrent)

BSSN 451 - BASSOON MAJOR
Credits: 2-6
Course Notes: Dept. consent

BSSN 452 - BASSOON MAJOR
Credits: 2-6
Prerequisites: BSSN 451

BSSN 453 - BASSOON MAJOR
Credits: 2-6
Prerequisites: BSSN 452

BSSN 454 - BASSOON MAJOR
Credits: 2-6
Prerequisites: BSSN 453
## MUSIC: CLARINET (CLAR)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAR 401</td>
<td>CLARINET (MINOR)</td>
<td>2</td>
</tr>
<tr>
<td>CLAR 402</td>
<td>CLARINET (MINOR)</td>
<td>2</td>
</tr>
<tr>
<td>CLAR 411</td>
<td>CLARINET (MAJOR)</td>
<td>3,4</td>
</tr>
<tr>
<td>CLAR 412</td>
<td>CLARINET (MAJOR)</td>
<td>3,4</td>
</tr>
<tr>
<td>CLAR 413</td>
<td>CLARINET (MAJOR)</td>
<td>3,4</td>
</tr>
<tr>
<td>CLAR 414</td>
<td>CLARINET (MAJOR)</td>
<td>3,4</td>
</tr>
<tr>
<td>CLAR 420</td>
<td>SOLO RECITAL</td>
<td>1-2</td>
</tr>
<tr>
<td>CLAR 451</td>
<td>CLARINET MAJOR</td>
<td>2-6</td>
</tr>
<tr>
<td></td>
<td>Course Notes: Dept. consent</td>
<td></td>
</tr>
<tr>
<td>CLAR 452</td>
<td>CLARINET MAJOR</td>
<td>2-6</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: CLAR 451</td>
<td></td>
</tr>
<tr>
<td>CLAR 453</td>
<td>CLARINET MAJOR</td>
<td>2-6</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: CLAR 452</td>
<td></td>
</tr>
<tr>
<td>CLAR 454</td>
<td>CLARINET MAJOR</td>
<td>2-6</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: CLAR 453</td>
<td></td>
</tr>
</tbody>
</table>
MUSIC: ELECTRIC GUITAR (EGUI)

EGUI 473 - JAZZ GUITAR MAJOR
Credits: 2-6
Prerequisites: EGUI 472
MUSIC: FLUTE (FLT)

FLT 401 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Dept. consent

FLT 402 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: FLT 401 or placement

FLT 404 - FLUTE (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: FLT 401 or placement

FLT 411 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

FLT 412 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 411
Course Notes: or placement

FLT 413 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: FLT 412
Course Notes: or placement

FLT 414 - FLUTE (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: FLT 413 or placement

FLT 420 - SOLO RECITAL
Credits: 1-2
Attributes: Humanities
Course Notes: FLT 412 (may be concurrent)

FLT 451 - FLUTE MAJOR
Credits: 2-6
Attributes: Humanities

FLT 452 - FLUTE MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: FLT 451

FLT 453 - FLUTE MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: FLT 452

FLT 454 - FLUTE MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: FLT 453
MUSIC: FRENCH HORN (FRHN)

FRHN 401 - FRENCH HORN (MINOR)
Credits: 2
Course Notes: Dept. consent

FRHN 402 - FRENCH HORN (MINOR)
Credits: 2
Prerequisites: FRHN 401
Course Notes: or placement

FRHN 411 - FRENCH HORN (MAJOR)
Credits: 3,4
Course Notes: Dept. consent

FRHN 412 - FRENCH HORN (MAJOR)
Credits: 3,4
Prerequisites: FRHN 411
Course Notes: or placement

FRHN 413 - FRENCH HORN (MAJOR)
Credits: 3,4
Prerequisites: FRHN 412
Course Notes: or placement

FRHN 414 - FRENCH HORN(MAJOR)
Credits: 3,4

FRHN 420 - SOLO RECITAL
Credits: 1-2
Prerequisites: FRHN 412
Course Notes: (may be concurrent)

FRHN 420Z - SOLO RECITAL COMPLETION
Credits: 1

FRHN 451 - FRENCH HORN MAJOR
Credits: 2-6
Course Notes: Dept. consent

FRHN 452 - FRENCH HORN MAJOR
Credits: 2-6
Prerequisites: FRHN 451

FRHN 453 - FRENCH HORN MAJOR
Credits: 2-6
Prerequisites: FRHN 452

FRHN 454 - FRENCH HORN MAJOR
Credits: 2-6
Prerequisites: FRHN 453
MUSIC: HARP (HARP)

HARP 400 - HARP PERFORMANCE CLASS
Performance of selected repertory for peers and faculty. Required for Harp majors every semester in residence.
Credits: 0

HARP 411 - HARP (MAJOR)
Credits: 2-4
Course Notes: Dept. consent

HARP 412 - HARP (MAJOR)
Credits: 2-4
Prerequisites: HARP 411
Course Notes: or placement

HARP 413 - HARP (MAJOR)
Credits: 2-4
Prerequisites: HARP 412
Course Notes: or placement

HARP 414 - HARP (MAJOR)
Credits: 2-4

HARP 420 - SOLO RECITAL
Credits: 1
Prerequisites: HARP 412
Course Notes: (may be concurrent)

HARP 451 - HARP MAJOR
Credits: 2-6
Course Notes: Dept. consent

HARP 452 - HARP MAJOR
Credits: 2-6
Prerequisites: HARP 451

HARP 453 - HARP MAJOR
Credits: 2-6
Prerequisites: HARP 452

HARP 454 - HARP MAJOR
Credits: 2-6
Prerequisites: HARP 453
MUSIC: OBOE (OBOE)

OBOE 401 - OBOE (MINOR)
Credits: 2
Course Notes: Dept. consent

OBOE 402 - OBOE (MINOR)
Credits: 2
Prerequisites: OBOE 401
Course Notes: or placement

OBOE 411 - OBOE (MAJOR)
Credits: 3,4
Course Notes: Dept. consent

OBOE 412 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 411
Course Notes: or placement

OBOE 413 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 412
Course Notes: or placement

OBOE 414 - OBOE (MAJOR)
Credits: 3,4
Prerequisites: OBOE 413
Course Notes: or placement

OBOE 420 - SOLO RECITAL
Credits: 1-2
Prerequisites: OBOE 412
Course Notes: may be concurrent

OBOE 451 - OBOE MAJOR
Credits: 2-6
Course Notes: Dept. consent

OBOE 452 - OBOE MAJOR
Credits: 2-6
Prerequisites: OBOE 451

OBOE 453 - OBOE MAJOR
Credits: 2-6
Prerequisites: OBOE 452

OBOE 454 - OBOE MAJOR
Credits: 2-6
Prerequisites: OBOE 453
**MUSIC: PERCUSSION (PER)**

**PER 400 - PERCUSSION PERFORMANCE CLASS**
Performance of repertoire for an audience of peers and faculty. Required of all percussion majors every semester.
Credits: 0
Course Notes: Consent required.

**PER 401 - PERCUSSION (MINOR)**
Credits: 2
Course Notes: Dept. consent

**PER 402 - PERCUSSION (MINOR)**
Credits: 2
Prerequisites: PER 401
Course Notes: or department

**PER 411 - PERCUSSION (MAJOR)**
Credits: 3,4
Course Notes: Dept. consent

**PER 412 - PERCUSSION (MAJOR)**
Credits: 3,4
Prerequisites: PER 411
Course Notes: or consent of department

**PER 413 - PERCUSSION (MAJOR)**
Credits: 3,4
Prerequisites: PER 412
Course Notes: or placement

**PER 414 - PERCUSSION (MAJOR)**
Credits: 3,4
Prerequisites: PER 413
Course Notes: or placement

**PER 420 - SOLO RECITAL**
Credits: 1-2
Prerequisites: PER 412
Course Notes: may be concurrent.

**PER 451 - PERCUSSION MAJOR**
Credits: 2-6
Course Notes: Dept. consent

**PER 452 - PERCUSSION MAJOR**
Credits: 2-6
Prerequisites: PER 451

**PER 453 - PERCUSSION MAJOR**
Credits: 2-6
Prerequisites: PER 452

**PER 454 - PERCUSSION MAJOR**
Credits: 2-6
Prerequisites: PER 453
MUSIC: PIANO (PIA)

PIA 400 - PIANO PERFORMANCE CLASS
Credits: 0

PIA 401 - PIANO (MINOR)
Credits: 2
Course Notes: Consent of instructor

PIA 402 - PIANO (MINOR)
Credits: 2
Prerequisites: PIA 401
Course Notes: or placement

PIA 403 - PIANO (MINOR)
Credits: 2
Prerequisites: PIA 402
Course Notes: or placement

PIA 404 - PIANO (MINOR)
Credits: 2
Prerequisites: PIA 403
Course Notes: or placement

PIA 409 - PIANO MINOR JURY
Performance of required repertory and technique for a faculty panel.
Credits: 0

PIA 411 - PIANO (MAJOR)
Credits: 2-4
Course Notes: Consent of instructor

PIA 412 - PIANO (MAJOR)
Credits: 2-4
Prerequisites: PIA 411
Course Notes: or placement

PIA 413 - PIANO (MAJOR)
Credits: 2-4
Prerequisites: PIA 412
Course Notes: or placement

PIA 414 - PIANO (MAJOR)
Credits: 2-4
Prerequisites: PIA 413
Course Notes: or placement

PIA 420 - SOLO RECITAL
Credits: 1-2
Prerequisites: PIA 412
Course Notes: may be concurrent.

PIA 451 - PIANO (ARTIST DIPLOMA)
Credits: 4-6

PIA 452 - ARTIST DIPLOMA PIANO
Credits: 4-6
Prerequisites: PIA 451

PIA 453 - ARTIST DIPLOMA PIANO
Credits: 4-6
Prerequisites: PIA 452

PIA 454 - PIANO (ARTIST DIPLOMA)
Credits: 4-6
Prerequisites: PIA 453

PIA 460 - ARTIST DIPLOMA SOLO RECITAL
Credits: 2

PIA 461 - JURY EXAM - PIANO - (GRADUATE)
Credits: 2
Prerequisites: PIA 411 or PIA 412 or PIA 413

PIA 473 - JAZZ PIANO MAJOR
Credits: 2-6
Prerequisites: PIA 472

PIA 474 - JAZZ PIANO MAJOR
Credits: 2-6
Prerequisites: PIA 473
MUSIC: SAXOPHONE (SAX)

SAX 401 - SAXOPHONE (MINOR)
Credits: 2
Course Notes: Dept. consent

SAX 402 - SAXOPHONE (MINOR)
Credits: 2
Prerequisites: SAX 401
Course Notes: or placement

SAX 403 - SAXOPHONE (MINOR)
Credits: 2
Prerequisites: SAX 402
Course Notes: or placement

SAX 411 - SAXOPHONE (MAJOR)
Credits: 3,4
Course Notes: Consent of instructor

SAX 412 - SAXOPHONE (MAJOR)
Credits: 3,4
Prerequisites: SAX 411
Course Notes: or placement

SAX 413 - SAXOPHONE (MAJOR)
Credits: 3,4
Prerequisites: SAX 412
Course Notes: or placement

SAX 414 - SAXOPHONE (MAJOR)
Credits: 3,4

SAX 420 - GRADUATE RECITAL
Credits: 1
Prerequisites: SAX 412
Course Notes: may be concurrent.
## MUSIC: STRING BASS (STB)

### STB 411 - STRING BASS (MAJOR)
Credits: 3,4  
Attributes: Humanities  
Course Notes: Dept. consent

### STB 412 - STRING BASS (MAJOR)
Credits: 3,4  
Attributes: Humanities  
Prerequisites: STB 411  
Course Notes: or placement.

### STB 413 - STRING BASS (MAJOR)
Credits: 3,4  
Attributes: Humanities  
Prerequisites: STB 412  
Course Notes: or placement.

### STB 414 - DOUBLE BASS
Credits: 3,4  
Attributes: Humanities

### STB 420 - SOLO RECITAL
Credits: 1-2  
Attributes: Humanities  
Prerequisites: STB 412  
Course Notes: may be concurrent.

### STB 451 - STRING BASS MAJOR
Credits: 2-6  
Attributes: Humanities  
Course Notes: Dept. consent

### STB 452 - STRING BASS MAJOR
Credits: 2-6  
Attributes: Humanities  
Prerequisites: STB 451

### STB 453 - STRING BASS MAJOR
Credits: 2-6  
Attributes: Humanities  
Prerequisites: STB 452

### STB 454 - STRING BASS MAJOR
Credits: 2-6  
Attributes: Humanities  
Prerequisites: STB 453
MUSIC: TROMBONE (TRBN)

TRBN 401 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities

TRBN 402 - TROMBONE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRBN 401
Course Notes: or placement

TRBN 411 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities

TRBN 412 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 411
Course Notes: or placement

TRBN 413 - TROMBONE (MAJOR)
Credits: 2-4
Attributes: Humanities
Prerequisites: TRBN 412
Course Notes: or placement

TRBN 414 - TROMBONE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRBN 413
Course Notes: or placement

TRBN 420 - SOLO RECITAL
Credits: 1
Attributes: Humanities
Prerequisites: TRBN 412
Course Notes: may be concurrent.

TRBN 451 - TROMBONE MAJOR
Credits: 2-6
Attributes: Humanities
Course Notes: Dept. consent

TRBN 452 - TROMBONE MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: TRBN 451

TRBN 453 - TROMBONE MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: TRBN 452

TRBN 454 - TROMBONE MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: TRBN 453
MUSIC: TRUMPET (TRPT)

TRPT 401 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities

TRPT 402 - TRUMPET (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: TRPT 401
Course Notes: or placement

TRPT 411 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

TRPT 412 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 411
Course Notes: or placement

TRPT 413 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 412
Course Notes: or placement

TRPT 414 - TRUMPET (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: TRPT 413
Course Notes: or placement

TRPT 420 - SOLO RECITAL
Credits: 1-2
Attributes: Humanities
Prerequisites: TRPT 412
Course Notes: may be concurrent

TRPT 451 - TRUMPET MAJOR
Credits: 2-6
Attributes: Humanities
Course Notes: Dept. consent

TRPT 452 - TRUMPET MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: TRPT 451

TRPT 453 - TRUMPET MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: TRPT 452

TRPT 454 - TRUMPET MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: TRPT 453

TRPT 474 - JAZZ TRUMPET MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: TRPT 473
MUSIC: TUBA (TUBA)

**TUBA 401 - TUBA (MINOR)**
Credits: 2
Attributes: Humanities
Course Notes: Dept. consent

**TUBA 402 - TUBA (MINOR)**
Credits: 2
Attributes: Humanities
Prerequisites: TUBA 401
Course Notes: or placement

**TUBA 411 - TUBA (MAJOR)**
Credits: 3,4
Attributes: Humanities
Course Notes: Dept. consent

**TUBA 412 - TUBA (MAJOR)**
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 411
Course Notes: or placement

**TUBA 413 - TUBA (MAJOR)**
Credits: 3,4
Attributes: Humanities
Prerequisites: TUBA 412
Course Notes: or placement

**TUBA 414 - TUBA**
Credits: 3,4
Attributes: Humanities

**TUBA 420 - SOLO RECITAL**
Credits: 1-2
Attributes: Humanities
Prerequisites: TUBA 412
Course Notes: may be concurrent

**TUBA 451 - TUBA MAJOR**
Credits: 2-6
Attributes: Humanities
Course Notes: Dept. consent

**TUBA 452 - TUBA MAJOR**
Credits: 2-6
Attributes: Humanities
Prerequisites: TUBA 451

**TUBA 453 - TUBA MAJOR**
Credits: 2-6
Attributes: Humanities
Prerequisites: TUBA 452

**TUBA 454 - TUBA MAJOR**
Credits: 2-6
Attributes: Humanities
Prerequisites: TUBA 453
## MUSIC: VIOLA (VLA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Attributes</th>
<th>Prerequisites</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VLA 401</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLA 402</td>
<td>VIOLA (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td>VLA 401</td>
<td>VLA 402 or placement</td>
</tr>
<tr>
<td>VLA 411</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLA 412</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 411</td>
<td>or placement</td>
</tr>
<tr>
<td>VLA 413</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 412</td>
<td>or placement</td>
</tr>
<tr>
<td>VLA 414</td>
<td>VIOLA (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>VLA 413</td>
<td>or placement</td>
</tr>
<tr>
<td>VLA 420</td>
<td>SOLO RECITAL</td>
<td>1-2</td>
<td>Humanities</td>
<td>VLA 412</td>
<td>may be concurrent</td>
</tr>
<tr>
<td>VLA 451</td>
<td>VIOLA MAJOR</td>
<td>2-6</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLA 452</td>
<td>VIOLA MAJOR</td>
<td>2-6</td>
<td>Humanities</td>
<td>VLA 451</td>
<td></td>
</tr>
<tr>
<td>VLA 453</td>
<td>VIOLA MAJOR</td>
<td>2-6</td>
<td>Humanities</td>
<td>VLA 452</td>
<td></td>
</tr>
<tr>
<td>VLA 454</td>
<td>VIOLA MAJOR</td>
<td>2-6</td>
<td>Humanities</td>
<td>VLA 453</td>
<td></td>
</tr>
</tbody>
</table>
## MUSIC: VIOLIN (VLN)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Attributes</th>
<th>Prerequisites</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VLN 401</td>
<td>VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLN 402</td>
<td>VIOLIN (MINOR)</td>
<td>2</td>
<td>Humanities</td>
<td></td>
<td>VLN 401 or placement</td>
</tr>
<tr>
<td>VLN 411</td>
<td>VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLN 412</td>
<td>VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>Prerequisites: VLN 411</td>
<td>or placement</td>
</tr>
<tr>
<td>VLN 413</td>
<td>VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td></td>
<td>VLN 412 or placement</td>
</tr>
<tr>
<td>VLN 414</td>
<td>VIOLIN (MAJOR)</td>
<td>3,4</td>
<td>Humanities</td>
<td>Prerequisites: VLN 413</td>
<td>or placement</td>
</tr>
<tr>
<td>VLN 415</td>
<td>VIOLIN (MAJOR)</td>
<td>2-6</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLN 420</td>
<td>SOLO RECITAL</td>
<td>1-2</td>
<td>Humanities</td>
<td>Prerequisites: VLN 412</td>
<td>may be concurrent.</td>
</tr>
<tr>
<td>VLN 451</td>
<td>VIOLIN MAJOR</td>
<td>2-6</td>
<td>Humanities</td>
<td></td>
<td>Dept. consent</td>
</tr>
<tr>
<td>VLN 452</td>
<td>VIOLIN MAJOR</td>
<td>2-6</td>
<td>Humanities</td>
<td>Prerequisites: VLN 451</td>
<td></td>
</tr>
<tr>
<td>VLN 453</td>
<td>VIOLIN MAJOR</td>
<td>2-6</td>
<td>Humanities</td>
<td>Prerequisites: VLN 452</td>
<td></td>
</tr>
<tr>
<td>VLN 454</td>
<td>VIOLIN MAJOR</td>
<td>2-6</td>
<td>Humanities</td>
<td>Prerequisites: VLN 453</td>
<td></td>
</tr>
</tbody>
</table>
# MUSIC: VIOLONCELLO (VCEL)

**VCEL 401 - VIOLONCELLO (MINOR)**  
Credits: 2  
Attributes: Humanities  
Course Notes: Dept. consent  

**VCEL 402 - VIOLONCELLO (MINOR)**  
Credits: 2  
Attributes: Humanities  
Prerequisites: VCEL 401  
Course Notes: or placement  

**VCEL 411 - VIOLONCELLO (MAJOR)**  
Credits: 3,4  
Attributes: Humanities  
Course Notes: Dept. consent  

**VCEL 412 - VIOLONCELLO (MAJOR)**  
Credits: 3,4  
Attributes: Humanities  
Prerequisites: VCEL 411  
Course Notes: or placement  

**VCEL 413 - VIOLONCELLO (MAJOR)**  
Credits: 3,4  
Attributes: Humanities  
Prerequisites: VCEL 412  
Course Notes: or placement  

**VCEL 414 - VIOLONCELLO (MAJOR)**  
Credits: 3-6  
Attributes: Humanities  
Prerequisites: VCEL 413  
Course Notes: or placement  

**VCEL 415 - VIOLONCELLO (MAJOR)**  
Credits: 2-6  
Attributes: Humanities  
Prerequisites: VCEL 414  
Course Notes: or placement  

**VCEL 420 - SOLO RECITAL**  
Credits: 1-2  
Attributes: Humanities  
Course Notes: May be taken concurrently with VCEL 412  

**VCEL 451 - VIOLONCELLO MAJOR**  
Credits: 2-6  
Attributes: Humanities  
Course Notes: Dept. consent  

**VCEL 452 - VIOLONCELLO MAJOR**  
Credits: 2-6  
Attributes: Humanities  
Prerequisites: VCEL 451  

**VCEL 453 - VIOLONCELLO MAJOR**  
Credits: 2-6  
Attributes: Humanities  
Prerequisites: VCEL 452  

**VCEL 454 - VIOLONCELLO MAJOR**  
Credits: 2-6  
Attributes: Humanities  
Prerequisites: VCEL 453
MUSIC: VOICE (VOI)

VOI 400 - GRADUATE PERFORMANCE CLASS
Credits: 0
Attributes: Humanities
Course Notes: Dept. consent

VOI 401 - VOICE (MINOR)
Credits: 2
Attributes: Humanities
Course Notes: Dept. consent

VOI 402 - VOICE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VOI 401
Course Notes: or placement

VOI 403 - VOICE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VOI 402
Course Notes: or placement

VOI 404 - VOICE (MINOR)
Credits: 2
Attributes: Humanities
Prerequisites: VOI 403
Course Notes: or placement

VOI 411 - VOICE (MAJOR)
Credits: 3,4
Attributes: Humanities
Course Notes: consent

VOI 412 - VOICE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VOI 411
Course Notes: or placement

VOI 413 - VOICE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VOI 412
Course Notes: or placement

VOI 414 - VOICE (MAJOR)
Credits: 3,4
Attributes: Humanities
Prerequisites: VOI 413
Course Notes: or placement

VOI 420 - SOLO RECITAL
Credits: 1-2
Attributes: Humanities
Prerequisites: VOI 412
Course Notes: may be concurrent

VOI 450 - JURY EXAM - GRADUATE
Credits: 1
Attributes: Humanities
Course Notes: Concurrent enrollment in VOI 411, 412, or 413.

VOI 451 - VOICE (DIPLOMA LEVEL)
Credits: 4
Attributes: Humanities
Prerequisites: VOI 452

VOI 452 - VOICE (DIPLOMA LEVEL)
Credits: 4
Attributes: Humanities
Prerequisites: VOI 451

VOI 453 - VOICE (DIPLOMA LEVEL)
Credits: 4
Attributes: Humanities
Prerequisites: VOI 452

VOI 454 - VOICE (DIPLOMA LEVEL)
Credits: 4
Attributes: Humanities
Prerequisites: VOI 453

VOI 474 - JAZZ VOICE MAJOR
Credits: 2-6
Attributes: Humanities
Prerequisites: VOI 473
PARALEGAL STUDIES (LAWA)

The courses below count only in the Post-Baccalaureate Paralegal Certificate program. They are non-credit courses and do not count as credit toward any other program.

LAWA L01 - ETHICS & PROFESSIONALISM
Regulation of the legal profession including the rules of conduct that govern paralegals. Topics include the meaning and importance of the unauthorized practice of law; attorney-client privilege and related work product doctrine; doctrine of confidentiality; conflicts of interest; law office management; conflicts of interest check system; law office calendar; billing procedures; fee arrangements; client trust accounts; filing systems; and documenting the file.
Credits: 3
Course Notes: Dept. Consent.

LAWA L02 - LEGAL RESEARCH
The course teaches the 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.
Credits: 3
Course Notes: Dept. Consent.

LAWA L03 - CIVIL LAW
In this survey course, students learn the fundamentals of several areas of 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.
Credits: 3
Course Notes: Dept. Consent.

LAWA L04 - PRE-TRIAL LITIGATION
The pre-trial litigation process in civil matters. Client and witness interviews; factual investigations; jurisdiction; pre-trial motions; litigation strategy; administrative remedies and procedures; evidence for use at trial; depositions; written discovery; and review of documentation. Federal and Illinois Rules of Civil Procedure and local court rules. (3)
Credits: 3
Course Notes: Dept. Consent.

LAWA L05 - COMMERCIAL LAW
In this survey course, students learn the fundamentals of laws relating to business. The course places an emphasis on the law of contracts and on the law of business organizations, but also covers the commerce clause, business ethics, bankruptcy law, the law of agency and antitrust and securities law. Written assignments include case briefs and other written exercises/analyses designed to increase the students' understanding of the subject matters.
Credits: 3
Course Notes: Dept. Consent.

LAWA L06 - TRIAL & POST-TRIAL LITIGATION
This course covers the preparation of a case for trial, the trial process and the post-trial process. The focus of the course is the preparation of a case for trial, or the "100 Days Before Trial". Final trial preparation includes developing a last minute trial strategy that considers what became known during the discovery phase, preparing exhibits, subpoenaing and contacting witnesses and preparing them for testimony, preparing trial briefs, preparing motions to exclude evidence and preparing jury instructions. Students prepare a trial notebook that includes witness question outlines, exhibits, motions in limine, a trial brief and jury instructions.
Credits: 3
Prerequisites: LAWA L04
Course Notes: Dept. Consent.

LAWA L09A - REAL ESTATE
This course of study is an overview study of real estate and prepares students for real estate practice. The course covers both residential and commercial real estate transactions and issues. Students begin the course of study by reviewing the various estates in real property including freehold estates, easements and licenses. The course covers the various methods of holding title to property and explores the different types of transfer deeds (warranty, quit claim and judicial). In addition, students learn how to read surveys, plats and subdivision maps. Students draft legal descriptions of property, prepare closing documentation and learn how to perform a title search. The course stresses the practical study of real estate law and transactions.
Credits: 3
Course Notes: Dept. Consent

LAWA L17 - HEALTH CARE LAW
Credits: 3

LAWA L19A - INTELLECTUAL PROPERTY
This course provides an overview of the substantive federal law regulating copyrights, trademarks and patents and state law regulating trade secrets. The course features practical skill assignments, including the registration of a copyright, preparation of agreements used to protect trade secrets and the selection, evaluation and registration of a trademark. Students begin the course by studying the history of intellectual property, its Constitutional basis in the United States and the common law. Students will develop an in-depth understanding of the current laws of intellectual property as they learn the practical processes of protecting intellectual property rights. Intellectual property law is an expanding field of the law for paralegals and an interesting area to practice in.
Credits: 3
Course Notes: Dept. Consent

LAWA L25 - LEGAL WRITING
The course includes a review of grammar basics, the Uniform System of Citation, and a series of written assignments ranging from simple case briefs and business letters to a complex research memorandum that integrates research, analysis and writing skills. Students will be drafting legal documents during class and as outside homework assignments, allowing for significant personal feedback on their writing from the instructor.
Credits: 3
Prerequisites: LAWA L02
Course Notes: Dept. Consent.
PARALEGAL STUDIES (LAWA)

LAWA L27 - CORPORATIONS AND LLC LAW
This course provides students with the basics of corporate practice and looks at the various aspects of corporate and securities law with a focus on the practical side of the law. Students will learn how to prepare appropriate forms relating to, and develop an understanding of the different types of business entities, sole proprietorships, limited and general partnerships, subchapter S corporations, limited liability corporations and public and privately held corporations. Students draft partnership agreements, articles of incorporation, stock certificates, meeting notices and resolutions, annual reports and learn to maintain corporate minute books.
Credits: 3

LAWA L29 - LEGAL TECHNOLOGY
This course teaches students the basics of software applications being utilized in the law firm environment. Students will learn how to use Microsoft applications and specific computer skills often required from paralegals. Students will also learn legal-specific software applications being utilized internationally. An emphasis will be placed on how the various software applications help paralegals organize a case from the beginning through trial. A hands-on approach is taken with the class, with students spending significant in-class time in the computer lab both individually and with their instructor.
Credits: 3
Prerequisites: LAWA L04
Course Notes: Dept. Consent.

LAWA L30 - PARALEGAL INTERNSHIP
Students must apply for and be selected by an intern sponsor that the program has made arrangements with in order to enroll in this course. It may also be possible for a student to secure an internship on their own and have it count for credit toward their elective course. This must be approved by the program in advance of the internship start date. This course provides the student intern with an opportunity to gain practical work experience under the supervision of an attorney in day-to-day, on-site paralegal work. In addition to on-site work, the student will meet with the program's Internship Coordinator during the semester to discuss their progress, and will participate in online discussions with other student interns through Blackboard. Finally, upon completion of the on-site work, the student will submit a self-evaluation report on their experiences during the internship. The student must complete a minimum of 135 hours of work at the internship site in order to pass the course.
Credits: 3
Attributes: Transformational Service Learning
Prerequisites: (LAWA L01 and LAWA L02 and LAWA L04)
Course Notes: Dept. Consent.

LAWA L31 - BANKRUPTCY LAW
Basics of bankruptcy law and practice including in-depth examination of the differences among Chapter 7, Chapter 11, and Chapter 13 bankruptcies. Focus will be on the daily duties and responsibilities of both the paralegal and the supervising attorney and students will work with the most recent bankruptcy filing software and the most updated bankruptcy forms and pleadings. The course will also present an overview of foreclosures and alternatives to bankruptcy.
Credits: 3
Course Notes: Dept consent required.

LAWA L32 - LABOR AND EMPLOYMENT LAW
This course provides an overview of labor and employment law: labor-management relations (which include collective bargaining, labor contracts, unfair labor practices and the rights of management and bargained-for employees) and employee-employer relations (which include at-will employment, contracts, employment discrimination laws, privacy rights and benefits). Students will develop an in-depth understanding of relevant laws as they work on hypothetical cases involving a grievance and discrimination charge, as well as other projects.
Credits: 3
Course Notes: Dept. Consent

LAWA L33 - PARALEGAL INTERNSHIP COURSE II
This course provides the student intern with an opportunity to gain practical work experience under the supervision of an attorney in day-to-day, on-site paralegal work. Students must apply for and be selected by an intern sponsor that the Paralegal Studies Program has made arrangements with in order to enroll in this course. Students must have completed or be taking LAWA L30 Paralegal Internship concurrently to be eligible for LAWA L33 Paralegal Internship II.
Credits: 3
Prerequisites: LAWA L30
Course Notes: Department Consent Required.

LAWA L34 - INTRODUCTION TO SPECIAL EDUCATION LAW
Special Education Law addresses disputes and protects the rights of students with disabilities. Students will learn the core concept of the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act of 1973, and the American’s with Disabilities Act (ADA) and how it establishes educational rights. Students will learn about the importance of paralegals in special education law and their ability to both participate in and impact cases.
Credits: 3
Course Notes: Dept. Consent.

LAWA 221 - ENVIRONMENTAL LAW
Credits: 2
PHARMACY (PHAR)

PHAR 500 - COLLOQUIA-PHARMACY PROFESSION
The course introduces students to the profession, historic elements, and the process for becoming a pharmacist. Students will engage in self-reflection about the opportunities within the profession and the education and training required to obtain their desired pharmacy position. This course introduces the importance of interprofessional approaches to patient care in complex health care systems and the role of the pharmacist to assure optimal medication therapy outcomes.
Credits: 1

PHAR 505 - IMMUNIZATION CERTIFICATION
Pharmacy-Based Immunization Delivery is an innovative and interactive training program that teaches student pharmacists and pharmacists the skills necessary to become a primary source for vaccine information and administration. The program teaches the basics of immunology and focuses on practice implementation and legal/regulatory issues.
Credits: 1

PHAR 510 - BIOCHEMISTRY I
Knowledge of biochemistry is necessary to understand physiology and pathology of all cells, tissues and organ systems, as well as pharmacologic and therapeutic strategies employed in disease management. This clinically relevant biochemical knowledge base will be covered in two courses in the curriculum designated as Biochemistry I & II and are designed to produce specific educational and ability-based outcomes.
Credits: 4

PHAR 511 - BIOCHEMISTRY II
Knowledge of biochemistry is necessary to understand physiology and pathology of all cells, tissues and organ systems, as well as pharmacologic and therapeutic strategies employed in disease management. This clinically relevant biochemical knowledge base will be covered in two courses in the curriculum designated as Biochemistry 1 & 2 and are designed to produce specific educational and ability-based outcomes.
Credits: 4

PHAR 512 - CLINICAL MICROBIOLOGY & IMMUNOLOGY
Clinical microbiology and immunology is designed to train students in the principles of microbiology and introduce them to its application in pharmaceutical and clinical practice and to the understanding and management of infectious diseases. Topics in pharmaceutical and clinical microbiology will include fundamental principles of pathogenicity (specifically bacteria, fungi, viruses and parasites), antimicrobial agents, contamination and infection control, aseptic techniques and sterility requirement in pharmaceutical production.
Credits: 4

PHAR 514 - ANATOMY, PHYSIOLOGY, AND PHATHOPHYSIOLOGY I
This course is focused on providing the background in functional anatomy, physiology, and pathology of organ systems that will allow students to integrate knowledge necessary to formulate a therapeutic care plan, to recommend and defend the course of treatment that best addresses a patient’s needs, to evaluate the effectiveness of a treatment regimen and manage medications in a manner that assures optimal therapeutic.
Credits: 4

PHAR 515 - ANATOMY, PHYSIOLOGY, AND PHATHOPHYSIOLOGY II
This course is focused on providing the background in functional anatomy, physiology, and pathology of organ systems that will allow students to integrate knowledge necessary to formulate a therapeutic care plan, to recommend and defend the course of treatment that best addresses a patient’s needs, to evaluate the effectiveness of a treatment regimen and manage medications in a manner that assures optimal therapeutic outcomes.
Credits: 4

PHAR 519 - PHARMACEUTICS I: CALCULATIONS
This course focuses on the arithmetic operations involved in ensuring that accurate doses of medications are dispensed to patients. It is aimed at developing the pharmacy students’ knowledge, skills and attitudes that would engender attention to detail, precision and accuracy in every operation that they perform so as to ensure that error-free, safe and efficacious medicines are dispensed to clients at all time. The course will develop students’ skills in pharmaceutical calculations applicable to practice in conventional as well as in specialized settings such as prescription filling, medication order compounding, determination of dosage regimens and estimation of patients’ compliance in community, clinical & hospital practice, industrial research and development, and in manufacturing.
Credits: 2

PHAR 520 - PHARMACEUTICS I: DRUG DELIVERY
The course will familiarize the student with the physical and chemical principles governing pharmaceutical chemistry and dosage form development. The student will be introduced to how basic physical/chemical principles are important in the preparation, compounding of the dosage form, and disease-based or patient-centered decision making and therapeutic outcomes. The influence of physico-chemical principles on storage and administration of the various pharmaceutical dosage forms will also be covered in class.
Credits: 4

PHAR 521 - PHARMACEUTICS II
The course focuses on physical and chemical principles relevant to the design, formulation, manufacturing, and use of pharmaceutical products such as powders, tablets, capsules, controlled delivery systems, sterile products and biopharmaceuticals. The properties of drug substance, non-active ingredients, excipients, and potential interactions between two entities are discussed. The influence of the interactions and relevance on drug product performance, stability and patient safety is highlighted. Related clinical outcomes relevance is discussed.
Credits: 3

PHAR 522 - PHARMACEUTICS III
Pharmaceutics III is a continuation of the didactic and laboratory courses in Pharmaceutics I/II: Drug Delivery. The principles and mechanisms of drug absorption, distribution, metabolism, elimination (ADME), bioavailability and bioequivalence will be covered. Influence of the concepts on decision making regarding choice of drug, switching a drug within a pharmacologic/therapeutic class to another, compliance, wellness of patients, etc. will be discussed.
Credits: 3
PHAR 523 - PHARMACEUTICAL CARE I
The course introduces the student to the professional practice of pharmaceutical care. The student will learn what knowledge and experience is necessary to provide pharmaceutical care to patients. The course will explain the criteria for a health care professional practice, the meaning of “practitioner,” and what constitutes a profession. The roles of the patient, the practitioner, and selected components of society are described in the context of pharmaceutical care practice.
Credits: 2

PHAR 524 - PHARMACEUTICAL CARE II
Subsequent terms of the course sequence introduce new concepts to the student pertaining to professional practice of pharmaceutical care. The course will continue to build upon and elaborate on the criteria for a health care professional practice, the meaning of the “practitioner,” and what constitutes a profession. Students will continue to accumulate knowledge and skills from these sequences (I-VI) and demonstrate them in ongoing assessments and capstone exams.
Credits: 3

PHAR 530 - INTEGRATED SEQUENCE I
This course is designed to provide background necessary to choose drugs based on their pharmacokinetic (absorption, distribution, metabolism and elimination; ADME), and pharmacodynamics (drug-receptor interactions, agonists, partial agonists, and antagonists) parameters and introduce students to pharmacology of drugs affecting the autonomic nervous system, as well as basic concepts in pharmacotherapy.
Credits: 4

PHAR 531 - INTEGRATED SEQUENCE II: MUSCULOSKELETAL AND IMMUNE SYSTEM DISEASES
This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to infectious diseases.
Credits: 4.5

PHAR 532 - INTEGRATED SEQUENCE III: ENDOCRINE AND PULMONARY SYSTEMS
This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to endocrine and pulmonary diseases.
Credits: 4.5

PHAR 538 - CLINICAL CASE DISCUSSIONS IN DIABETES
This course is designed to help students gain a better understanding of drug therapy for diabetes, and examine practical issues in diabetes care. Students in this class will participate in discussions of cases of real patients with diabetes. Each week, cases will focus on a different aspect of diabetes management. All students will be expected to lead at least one discussion, as well as participate in discussions each week.
Credits: 1.5

PHAR 539 - ADVANCED PEDIATRIC PHARMACOTHERAPY
This course is designed to provide an advanced understanding of the pathophysiology and pharmacotherapy associated with disease states commonly encountered in the pediatric population including general pediatrics, toxicology, pediatric critical care and trauma, obesity, psychiatric illness, and pharmacy-specific pediatric related issues.
Credits: 1.5

PHAR 541 - INTRODUCTION TO MANAGED CARE PHARMACY
This managed care pharmacy elective course will provide an overview of managed care pharmacy and an understanding of how managed care pharmacy impacts the healthcare system.
Credits: 3

PHAR 542 - INTRODUCTION TO MOLECULAR BIOLOGY AND CELL CULTURE
This course is designed to give the pharmacy and other students in life sciences, allied health fields and biotechnology a basic understanding of usefulness of molecular and cell culture techniques used in biomedical research. An emphasis is placed on the hands-on use of laboratory tools and equipment in order to familiarize the students with current biochemical, molecular techniques. Individual research topic will be given to students. Students will use various laboratory techniques to carry out research. Making hypothesis, literature search, designing of experiments, data collection and analysis, writing assignments and data presentation as appropriate to the discipline are part of the course.
Credits: 3

PHAR 543 - RESEARCH IN BIOTECHNOLOGY
Pharmaceutical Biotechnology is important area of science and technology, and contributes to design and delivery of new therapeutic drugs, the development of diagnostic agents for medical tests, and the beginnings of gene therapy for correcting the medical symptoms of hereditary diseases. This course will introduce the students to various biotechnology techniques used to attenuate chronic disorders like cancer, diabetes etc. Students will be involved in working independently on a research project that involves but not limited to characterization and expression of gene delivery vectors.
Credits: 3

PHAR 544 - ADVANCED DRUG LITERATURE EVALUATION
This course is designed to provide students with an opportunity to develop their literature evaluation skills. Students will review, analyze and present weekly journal articles focused on a clinical topic. This course is discussion-based and involves significant student participation each week. Students will be randomly asked to present different aspects of each assigned article. Faculty will facilitate a discussion of the clinical articles and their role in therapeutic decisions.
Credits: 3

PHAR 545 - PHARMACOLOGICAL STUDIES OF PSYCHOACTIVE DRUGS AND CHEMICALS IN ZEBRAFISH
This course is designed to introduce students to research techniques used to measure and characterize behavioral responses to psychoactive drugs and chemicals in an animal model used widely in pre-clinical research (Zebrafish, Danio rerio). Students will work in groups of 2 on a research project focused on characterization of anxiolytic and anxiogenic responses of zebra fish and their modulation by pharmacological agents.
Credits: 3

PHAR 546 - INTRODUCTION TO PSYCHOPHARMACOLOGY
This course will introduce students to functions of the CNS, neurotransmitter-mediated processes in the CNS and their modulation by pharmacologic agents.
Credits: 3
PHAR 547 - CLINICAL BIOSTATISTICS
This course will introduce common biostatistics encountered in medicine such as p-values, confidence intervals, standard deviations, statistical tests, etc. This course will introduce students to calculating statistics such as odds ratios, number needed to treat/harm, and other statistics along with the evaluation of those statistics. This course will utilize medical journal studies to assist students in a critical review of these statistics and how to interpret what is encountered. The course will heavily focus on biostatistics and not journal article reviews. Our focus will be on a basic understanding of statistics as they apply to the medical field. By the end of the course, the student should have a basic understanding of what they will read and review in medical journals in preparation of future IS courses as well as clinical rotations.
Credits: 3

PHAR 548 - RES. IN DRUG METAB. & DRUG INT
Drug metabolism is a critical step in the disposition of therapeutic agents. Modulation of drug metabolism following concomitant intake of multiple medications and/or natural health products leads to clinically relevant drug-drug or drug-herb interactions. In this research course students will have the opportunity to learn about various drug metabolism methodologies and how therapeutic agents and natural health products can potentially cause drug-drug/drug-herb interactions. Students will also gain insight into how to evaluate the pharmacological and clinical relevance of drug interaction studies. In the individually assigned research project student will learn to plan and conduct research, and interpret results.
Credits: 3

PHAR 549 - SPECIAL TOPICS - PHARMACY
This course is is designed for students who need to receive additional instruction in a previously-enrolled pharmacy course, or more advanced instruction.
Credits: 4.5

PHAR 550 - PHARMACY LAW
Students will learn about the history of pharmacy laws and how these laws structure practice guidelines and impact the distribution/dispensing of drugs. Students also learn about state and local statutes concerning pharmacy practice and healthcare policies relevant to pharmacy practice. The course includes an introduction to law, the Constitution, the role of laws/regulations, judicial system and process, and administrative agencies, with emphasis on the regulation of business and pharmacy practice.
Credits: 3

PHAR 551 - HEALTH CARE SYSTEMS
This course will discuss the U.S. health care system and approaches to ensure medication safety. External forces affecting health care delivery, organizational structure including professionals and policy surrounding those forces will be discussed in general. Specifically, the impact these issues have on the pharmacy profession will be examined as well as the models of pharmacy practice that exist today. Students should gain further understanding of the dynamic health care market.
Credits: 3

PHAR 552 - BIOSTATISTICS AND PHARMACO
This course is designed to introduce to first year pharmacy students, the concepts and methods of biostatistics, epidemiology and study design. This course will help students understand the types of clinical research study designs, applied biostatistics, quality of data, applicability of research results and the ability to evaluate studies critically based upon the quality of the reported data and study designs and not solely on the opinion of the researchers.
Credits: 3

PHAR 553 - MED USE SYSTEMS AND INFORMATICS
This course is developed to provide critical knowledge of informatics to second year pharmacy students to optimize the effectiveness and safety of medications. Upon competition of this course, the students should be able to use information technology to: (1) Store, retrieve, and analyze health information; (2) Optimize the medication prescribing/ordering process; (3) Aid in clinical decision making; (4) Automate the medication delivery process; and (5) Facilitate pharmacy management.
Credits: 3

PHAR 554 - DRUG LITERATURE EVALUATION
This course is designed to provide pharmacy students with an overview of drug information resources, demonstrate medical information searching and retrieval skills, employ analysis and synthesis of drug information, and strengthen written and verbal communication skills. Students will learn how to critically evaluate biomedical literature and apply this knowledge to resolve issues regarding optimal medication use and medication-related adverse events.
Credits: 3

PHAR 555 - DISPERSED SYSTEMS
Dispersed or heterogeneous dosage forms constitute a special and continuously expanding class of pharmaceutical products. This course will develop students’ knowledge in the theoretical basis and practical application of various techniques in the design and stabilization of pharmaceutical systems such as colloids, suspensions, emulsions, gels and pastes, which constitute some of the most frequently-compounded medicinal products in pharmacy practice. The knowledge and skills required by pharmacists for handling, dispensing, and counseling patients on new and emerging dosage forms of mini- and nano-emulsions, liposomal and niosomal drug delivery systems will also be covered.
Credits: 3

PHAR 556 - DRUG DEVELOPMENT PROCESS
This course will focus on the entire process of discovering, developing (including preformulation or early phase development) and testing (preclinical through clinical) a new drug substance through the various phases of its life cycle (Discovery, in vitro and in vivo testing, ADME, Toxicology and Biodistribution, Investigational New drug (IND) submission and approval, Human Clinical trials and New Drug Application (NDA). Papers will be assigned and classes would be run as seminar-type sessions with enrollees describing what each step entails and the type of information that needs to be gathered so to apply for an investigational New Drug approval. Included would be a description of the purpose and design of each Phase of human clinical trials.
Credits: 3

PHAR 557 - SPECIALTY PHARMACY THERAPEUTIC CREDENTIALS I
This course incorporates The National Association of Specialty Pharmacy’s (NASP) newly-launched Specialty Pharmacy Education Center (SPEC) to provide an opportunity for students to earn a credential in a specialty pharmacy topic. Students will be expected to successfully complete a specified number of on-line, asynchronous modules in pre-determined advanced subject areas to which they were introduced in their previous pharmacy courses. Additional credentials in specialty pharmacy subject areas will position a student more favorably for residency programs and/or employment upon graduation.
Credits: 3
PHAR 560 - BIO DRUG DISCOVERY RES I
Focus and emphasis will be on working with drug candidate molecules, both proteinaceous and small molecule, learning how to purify and characterize such agents, and test agents for medical, biochemical and immunological reactivities. Focus will also be placed on aspects of physiochemical properties of drug substances that must be considered in designing and developing novel drug substances that may one day enter into human clinical trials.
Credits: 3
Attributes: Lab Course

PHAR 561 - RES IN DRUG DESIGN & SYN I
This course is designed to introduce students to research in medicinal chemistry. A research project/problem is assigned to each student requiring specialized equipment and techniques. Students will learn to plan and conduct research, and interpret results.
Credits: 3
Attributes: Lab Course

PHAR 563 - DRUG DEL & TECHNOLOGY I
The course involves development of dosage forms such as solid, liquid, ophthalmic and parenteral delivery systems using rational statistical screening of formulation materials. Utilization of pharmacokinetics simulation software will be included to show how the fundamental properties of drug, drug-in-dosage-forms or delivery systems and drug-in-physiologic systems could be integrated in predicting therapeutic outcomes in normal physiologic and disease states employing simulated physiologic solutions with in vivo data.
Credits: 3
Attributes: Lab Course

PHAR 564 - INDEPENDENT CLINICAL RES I
The objective of this elective is to learn practical aspects of clinical research, to participate in key elements of clinical research (i.e. protocol composition, data collection, manuscript publication), and contribute to ongoing clinical pharmacy research at an academic medical center. Students will be expected to work independently with minimal oversight. Resources will be provided for the clinical research students to facilitate any and all research related activities.
Credits: 3
Attributes: Lab Course

PHAR 567 - PHARMACEUTICAL BIOTECHNOLOGY
Pharmaceutical Biotechnology is an increasingly important area of science and technology, and contributes to design and delivery of new therapeutic drugs, the development of diagnostic agents for medical tests, and the beginnings of gene therapy for correcting the medical symptoms of hereditary diseases. This course is designed to provide pharmacy graduate students with a basic understanding of the macromolecular drugs such as proteins and nucleic acids that have emerged as a new class of therapeutic agents due to their unique biological and pharmacological properties.
Credits: 3

PHAR 568 - THE GREEN PHARMACIST
This course is designed to identify opportunities for pharmacists for contribution to minimizing impact of drugs and cosmetics on environment. Students will review processes of discarding unused drugs and cosmetics, environmental burden and potential for adverse health outcomes of exposure to environmental chemicals commonly found in drugs and cosmetics, and ways to minimize it.
Credits: 3

PHAR 569 - ADVANCED INFECTIOUS DISEASES
The course is intended to provide an opportunity to expand knowledge in the area of infectious diseases. A case-based approach will be utilized to foster an interactive learning experience. Students will have an opportunity to build upon their current knowledge of infectious diseases through discussions and debates related to evidence-based medicine, policies and procedures, and the clinical management of infectious diseases-related issues.
Credits: 1.5

PHAR 570 - PROFESSIONAL PRACTICE I
Professional Practice I & Introductory Pharmacy Practice Experiences foundations are each an 80 hour sequence of internship activities which provides a number of experiential activities that integrate knowledge and skills you will be learning within your didactic courses. The continuum will serve as building blocks to prepare you for the advanced practice experiences. The learning activities will take you into authentic settings to develop important professional abilities.
Credits: 2

PHAR 571 - PROFESSIONAL PRACTICE II & IPP
Professional Practice II & Introductory Pharmacy Practice Experiences (IPPs) foundations are each an 80 hour sequence of internship activities which provides a number of experiential activities that integrate knowledge and skills you will be learning within your didactic courses. The continuum will serve as building blocks to prepare you for the advanced practice experiences. The learning activities will take you into authentic settings to develop important professional abilities.
Credits: 2

PHAR 572 - PROF PRACTICE III & IPP
Professional Practice I, II, III, IV & Introductory Pharmacy Practice Experiences (IPPs) foundations are each an 80 hour sequence of internship activities which provides a number of experiential activities that integrate knowledge and skills you will be learning within your didactic courses. The continuum will serve as building blocks to prepare you for the advanced practice experiences. The learning activities will take you into authentic settings to develop important professional abilities.
Credits: 2

PHAR 573 - BIO DRUG DISCOVERY RES II
Continuation of PHAR 560.
Credits: 3

PHAR 574 - RES IN DRUG DESIGN & SYN II
Continuation of PHAR 561.
Credits: 3

PHAR 576 - DRUG DEL & TECHNOLOGY II
Continuation of PHAR 563.
Credits: 3

PHAR 577 - INDEPENDENT CLINICAL RES II
Continuation of PHAR 564.
Credits: 3

PHAR 578 - RES. IN SOC. & BEH. PHARM. II
This course is a continuation of PHAR 565.
Credits: 3
PHAR 579 - INF. DIS. CLIN. RES. OUTCOMES
The course is intended to provide students the opportunity to perform clinical research on current concepts in microbiology, infectious diseases pharmacotherapy, and/or antimicrobial pharmacokinetics/pharmacodynamics. Students will work with the course faculty to develop a research protocol for submission to the Institutional Review Board (IRB) Committee. Students will then present their research results at a national pharmacy or infectious diseases conference.
Credits: 3

PHAR 601 - PHARMACEUTICAL CARE III
Subsequent terms of the course sequence introduce new concepts to the student pertaining to professional practice of pharmaceutical care. The student will build upon previous knowledge and experience necessary to provide pharmaceutical care to patients. Students will continue to hone and accumulate knowledge and skills from topics pertaining to renal, genitourinary, and cardiovascular pharmacotherapy and demonstrate these in ongoing assessments and capstone objective structured clinical examinations.
Credits: 2
Attributes: Lab Course

PHAR 602 - PHARMACEUTICAL CARE IV
This course is fourth in the series of six pharmaceutical care lab courses. Throughout this series, lecture, lab, and active learning formats are utilized. PC Lab IV specifically addresses practical applications of topics covered in Integrated Sequence VI and VII. These topics include muscularskeletal injuries, management of hepatic drug interactions, prevention and management of ulcer, ostomy products and OTC gastrointestinal agents. Additionally, activities to reinforce knowledge of the top 150 drugs and nonprescription therapeutics are continued.
Credits: 2

PHAR 603 - PHARMACEUTICAL CARE V
This course is fifth in the series of six pharmaceutical care lab courses. Throughout this series, lecture, lab, and active learning formats are utilized. PC Lab V specifically addresses practical applications of topics covered in Integrated Sequence VIII and IX. These topics include psychiatric and neurologic conditions. Additionally, activities to reinforce knowledge of the top 150 drugs and nonprescription therapeutics are continued. PC Lab V also addresses concepts and skills related to sterile preparations.
Credits: 2

PHAR 604 - PHARM CARE VI: OSCE
This course is designed to review and assess clinical skills and concepts learned in previous of Integrated Sequence and Pharmaceutical Care Lab courses. Additional focus will be on accessing and interpreting appropriate clinical practice guidelines.
Credits: 3

PHAR 605 - PRINCIPLES OF DRUG ACTION
This course is designed to teach biopharmaceutical researchers about the fundamentals of drug action related to pharmacokinetics, pharmacodynamics and toxicology. A major goal of this course is to impart knowledge on the chemical and pharmacological properties related to drug action and drug development. Students will be introduced to the various targets (e.g. receptors, ion channels, enzymes) for drug development and factors that affect drug action.
Credits: 3
Course Notes: Prerequisites: PharmD Pharmacology Course

PHAR 606 - INTRODUCTION TO PHARMACEUTICAL DOSAGE FORMS AND BIOPHARMACEUTICS
The course focuses on physical-chemical principles governing pharmaceutical systems, dosage form design and development. Students will learn how physicochemical properties of drugs affect their formulation into dosage forms and impact by excipient selection and processing variables, and the biopharmaceutical considerations needed for design of safe, efficacious, stable and acceptable products. Students will be introduced to drug development and approval processes which could be integrated with student's specific research projects.
Credits: 3
Course Notes: Prerequisites: Pharmaceutics

PHAR 609 - THESIS DESIGN AND PROPOSAL
The research course is focused on the student developing a research proposal with his advisor on a topic selected by the advisor. The research topics will range from pharmacology, pharmaceutics, drug delivery to traditional medicine, medicinal chemistry, molecular pharmacetics, etc. The student will then present the proposal to research committee that will be composed by the research advisor as a final assessment of the success of the design.
Credits: 1

PHAR 610 - THESIS RESEARCH
The research course will be fully lab based. It will comprise of student-advisor skill-enhancing activities such as training in scientific techniques, journal clubs and research update presentations.
Credits: 2

PHAR 624 - DRUG METABOLISM AND DRUG INTERACTIONS
This course is designed to teach biopharmaceutical researchers about the principles of biotransformation related to pharmacokinetics and pharmacodynamics. Metabolism is a critical step in the disposition of therapeutic agents and its modulation by drugs and health supplements can lead to drug interactions. In this course students will have the opportunity to learn about various drug metabolism methodologies, drug interactions and how these principles are applied in the drug development process.
Credits: 3
Course Notes: Prerequisites: Pharm D Pharmacology

PHAR 630 - INTEGRATED SEQUENCE IV: RENAL AND GENITOURINARY SYSTEMS
Integrated Sequence IV: Renal and Genitourinary Systems. This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to renal and genitourinary diseases.
Credits: 4.5

PHAR 631 - INTEGRATED SEQUENCE V: CARDIOVASCULAR SYSTEMS
Integrated Sequence V: Cardiovascular Systems. This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to cardiovascular diseases.
Credits: 4.5
PHAR 632 - INTEGRATED SEQUENCE VI: GASTROINTESTINAL AND HEPATOBILARY
This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to the gastrointestinal and hepatobiliary systems. Credits: 4.5

PHAR 633 - INTEGRATED SEQUENCE VII: INFECTIOUS DISEASES
This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to the musculoskeletal and immune systems. Credits: 4.5

PHAR 634 - INTEGRATED SEQUENCE VIII: NEUROLOGIC DISORDERS
This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to the neurological systems. Credits: 4.5

PHAR 635 - INTEGRATED SEQUENCE IX: PSYCHIATRIC AND BEHAVIORAL CONDITIONS
This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to the treatment of psychiatric and mood disorders, and related behavioral conditions. Credits: 4.5

PHAR 636 - INTEGRATED SEQUENCE X: HEMATOLOGIC AND ONCOLOGIC DISORDERS
This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to the treatment of hematologic and oncologic disorders. Credits: 4.5

PHAR 637 - INTEGRATED SEQUENCE XI: SPECIAL PATIENT POPULATIONS/CONDITIONS
This course is designed to provide background necessary to select optimal drug regimens based on biopharmaceutical principles and clinical considerations of the medications presented herein and introduce students to the scientific, clinical, social and economic aspects of drug use pertaining to the special patient populations including critically ill patients, geriatric patients, pediatric patients, women's health needs, patients with other illnesses that require special considerations. Credits: 4.5

PHAR 638 - PHARMACEUTICAL ANALYSIS
The goal of the course is to introduce students to identification and quantitation of pharmaceuticals, including literature search and writing of laboratory reports. Lecture topics will include identification and classical quantitation of pharmaceuticals using the following techniques: gas chromatography, high performance liquid chromatography, visible, UV, infra-red, and fluorescence spectroscopy. Bioanalytical chemistry techniques such as electrophoresis, mass spectrometry, enzyme immunoassays, nucleic acid amplification and protein sequencing will be discussed. Credits: 3

PHAR 640 - PHARMACOGENOMICS AND THERAPEUTIC DRUG MONITORING
This course is designed to provide a broad perspective on the emerging field of pharmacogenomics and its application to alterations of drug pharmacokinetics and pharmacodynamics, therapeutic drug monitoring and applications for pharmacotherapy of various diseases, including, but not limited to, those affecting cardiovascular, endocrine, hematologic, nervous, respiratory, renal, and immune systems, and cancer. Credits: 3

PHAR 650 - PRACTICE MANAGEMENT
This course introduces Pharmacy students to various management roles in Pharmacy Practice with the aim of preparing healthcare leaders that will deliver safe, effective and efficient care across different settings. Students will develop a strong foundation in management sciences with application and integration of Medication Therapy Management (MTM). Credits: 3

PHAR 651 - CURRENT TOPICS IN INFECTIOUS DISEASE
The course will introduce current evolving issues with infectious diseases, including approaches to antimicrobial stewardship, emerging infections with agents such as adult coxsackie virus and influenza strain H7N9, new resistance issues impacting the treatment of infections such as gonorrhea, pathogens that may be employed in bioterrorism, zoonotic and rickettsial infections, and exploring novel dosing strategies utilized as a result of increasing antibiotic resistance. Credits: 1.5

PHAR 652 - HEALTH ECONOMICS & OUTCOMES
This course is designed to introduce students to the concepts and methods of health economics and outcomes assessments and its application to pharmacy practice. This course will help students understand the concepts and methods of economic analyses and its role in clinical decision making, provide a brief review of decision modeling techniques; introduce to the concepts and importance of medication adherence, patient satisfaction, quality of life and health related quality of life in health care. Credits: 3

PHAR 653 - COMM OUT, ON TRENDING OTC TOP.
This active learning course is designed to expose students to outreach programs that will provide them with an opportunity to improve clinical, communication, and social/emotional skills through conceptualization, preparation, and delivery of a presentation on a popular non-prescription medication topic to the local community on a site to be determined. Credits: 3
PHAR 654 - BIOTHERAPEUTIC DRUGS
This course will focus on currently marketed biotherapeutic drugs – what they are – how they work (i.e. their biochemical and/or immunological mechanism of action) – how they are manufactured and formulated, and the benefit/risk aspects governing their use. Three broad classes of biotherapeutic drugs will be emphasized: 1.) Peptides/or small proteins; 2.) Cytokines; and 3.) Monoclonal antibodies and Fc Fusion proteins. Specific drugs within each class will be highlighted and product insert summary documents will be used to methodically discuss each subsection of such documents in scientific (methodological) detail, pathways or biological responses targeted by each drug, and the rationale behind why specific details and testing were required prior to obtaining FDA approval to market these drugs.
Credits: 3

PHAR 655 - POST-GRADUATE TRAINING
This course will educate and prepare students for postgraduate residency training. It will expose you to different postgraduate training opportunities including community pharmacy residencies, ambulatory care residencies and fellowships. It will increase knowledge, interest, and confidence among students about residency training and identify and develop the skills needed for application to these programs.
Credits: 1.5

PHAR 656 - ADVANCED HIV/AIDS PHARMACOTHERAPY
The course is intended to provide students with an opportunity to gain an in-depth knowledge of HIV and AIDS. Students will be challenged to apply their HIV/AIDS pharmacotherapy skills to interactive patient cases focused on the management of patient-specific antiretroviral therapy, treatment of AIDS-related opportunistic infections, and the treatment of occupational/non-occupational/perinatal HIV exposure. In addition, interactive discussions regarding the sociological, psychological, and global health issues related to the AIDS epidemic will be discussed.
Credits: 1.5

PHAR 657 - PUBLIC HEALTH/HEALTH POLICY
This course presents the basic and critical issues in public health within the context of population healthcare and an in-depth discussion of the role of pharmacy professionals in promoting and protecting the health of the public. In order to address public health needs, pharmacists must understand and address the fundamental determinants of health in a population in order to provide effective health promotion, disease prevention, and quality health services. This course focuses on strategies for the identification and management of the healthcare needs of specific populations.
Credits: 3

PHAR 659 - PHARMACEUTICAL UNIT OPERATIONS IN ADVANCED COMPOUNDING TECHNOLOGY
Students will gain deeper understanding of the theoretical principles and mechanisms of action of some crucial unit operations including size reduction and separation, mixing, compression and consolidation (compaction), evaporation, drying, centrifugation, etc. that are commonly applied in compound practices. Student will formulate, compound and assess quality and stability of model formulations of select drugs among those commonly compounded or are likely to be compounded in clinical, community or hospital setting.
Credits: 3

PHAR 660 - ADVANCED MEDICINAL CHEM.
The course introduces students to different research strategies/techniques involved in drug discovery and design such as rational drug design, computational methods, high throughput and fragment based screening.
Credits: 3

PHAR 662 - REGULATORY SCIENCE
The course will focus on guidelines that are used in drug discovery, drug development and the approval process.
Credits: 3

PHAR 663 - INTRO TO GLOBAL HEALTH
This course explores both macro and micro aspects of global health systems. The functions and roles of pharmacists and other healthcare professionals within other health systems will be scrutinized, including an understanding of global and international situations; and their effects on the local healthcare delivery systems. The impact of social, cultural, political, economic, and technological changes on the development of various healthcare systems around the globe will also be covered.
Credits: 3

PHAR 664 - ADVANCED DIABETES PHARMACOTHERAPY
This elective course is designed to build on background provided in Integrated Sequence III: Endocrine and Pulmonary Systems (IS III) to select optimal drug regimens based on biopharmaceutical principles and clinical considerations for the treatment of diabetes mellitus. This course will expand upon basic principles covered in IS III regarding the treatment of diabetes mellitus and will include topics such as landmark trials in diabetes management, insulin pump management, lifestyle coaching, and special populations.
Credits: 3

PHAR 665 - EXPANDING THE ROLE OF PHARMACISTS
In this course students will learn about the role of pharmacists on the micro and macro levels in public health. Specifically, the students will examine opportunities and challenges for expanding the profession of pharmacy in the public health arena. In addition, the students will learn how to develop, design, and implement health promotion initiatives using critical educational tools, successful health programs, and valid evaluation instruments to assess outcomes.
Credits: 3

PHAR 666 - NUTRITION AND OBESITY
This course is designed to provide a comprehensive modern knowledge pertaining to the causes and consequences of this serious health issue, therefore, course will serve as a practical educational resource. This course will also focus on relevant nutrition information, the epidemiology, prevention and treatment options. This course will leave students with a clear understanding of the scientific, clinical and social aspects of obesity, and increase the awareness of future obesity research and public health policy.
Credits: 3

PHAR 667 - HEALTH CARE COMMUNICATION
In this course students will learn about the underlying factors that impact effective communication among interdisciplinary teams in various health care settings. Students will have a better understanding of key communication theory, tools, and skills that enhance the quality of patient-centered care provided by health care professionals including, pharmacists, physicians, nurses, and social workers.
Credits: 3
This course is a continuation of PHAR 578.

PHAR 678 - RES. IN SOC. & BEH. PHARM. III
Continuation of PHAR 577.

PHAR 677 - INDEPENDENT CLINICAL RES III
Continuation of PHAR 576.

PHAR 676 - DRUG DEL & TECHNOLOGY III
Continuation of PHAR 575.

PHAR 675 - RES IN PHARMACOLOGY III
Continuation of PHAR 574.

PHAR 674 - RES IN DRUG DESIGN & SYN III
Continuation of PHAR 573.

PHAR 673 - BIO DRUG DISCOVERY RES III
Continuation of PHAR 572.

PHAR 672 - INTER-PROF PRAC. II & IPE
The course is a continuation of professional practice experiences intended to engage students with other health professionals in order to establish a climate of mutual respect and shared values; understand the roles of other health professions; strengthen communications with other health professionals; and, foster greater teamwork between pharmacists and other health professionals. The course will be divided into blocks and consist of a seminar and other activities, including practice experiences off campus of up to 80 hours.
Credits: 2

PHAR 671 - INTERPROFESSIONAL PRACTICE/IPE
The course is a continuation of professional practice experiences intended to engage students with other health professionals in order to establish a climate of mutual respect and shared values; understand the roles of other health professions; strengthen communications with other health professionals; and, foster greater teamwork between pharmacists and other health professionals. The course will be divided into blocks and consist of a seminar and other activities, including practice experiences off campus of up to 80 hours.
Credits: 2

PHAR 670 - PRF. PRACTICE IV AND IPPE
Professional Practice IV & Introductory Pharmacy Practice Experiences (IPPEs) are an 80 hour sequence of internship activities (total of 240 hours) which provides a number of experiential activities that integrate knowledge and skills you will be learning within your didactic courses. The continuum will serve as building blocks to prepare you for the advanced practice experiences. The learning activities will take you into authentic settings to develop important professional abilities.
Credits: 2

PHAR 669 - HEALTH COMM. AND MASS MEDIA
Health Communication through Mass Media will specifically look at the human communication process through the lens of Mass Media Theory. By examining various health campaigns including national health awareness initiatives, pharmaceutical advertisements, and risk communication students will gain a stronger understanding of the need to effectively communicate with patients from diverse backgrounds. As future healthcare providers students will gain an understanding of the impact of these various campaigns and mass medias effects on their future patients.
Credits: 3

PHAR 654 - NUCLEAR PHARMACY
This course will expose the student to topics in nuclear pharmacy and nuclear medicine. During the course the student will be provided with the fundamentals that nuclear pharmacists encounter while meeting the NRC criteria to handle radiopharmaceuticals.
Credits: 1.5

PHAR 651 - RESEARCH IN PUBLIC HEALTH
In this course students will learn how to improve public health among the underserved population. Specifically, students will identify a health problem, assess patients’ needs, examine potential solutions, select the best framework to address the problem, implement a health initiative program, and assess the outcomes. Ultimately, students will learn how to be effective members of the interdisciplinary team to enhance public health.
Credits: 3

PHAR 650 - HEALTH OUTCOMES RESEARCH
This elective course is designed to offer students hands on research experience in the area of health outcomes research. Students will work closely with the instructor(s) in developing a new research proposal or work on an ongoing research project. Students’ will be presented with the opportunities of applying the concepts and principles of pharmaceutics and health outcomes that they learned in their didactic coursework (PHAR 652) and gaining research skills in this area.
Credits: 3

PHAR 649 - FIELD RESEARCH ELECTIVE
This course provides the opportunity for “hands on” study in the off-campus site - rainforest of Peru. Students will live on a reserve, and travel to meet with botanists, taxonomists, pharmacists, shamans, and farmers. Time in the classroom will focus on the pharmacology, physical chemistry, and ethnobotany of a variety of indigenous plants. The course will be completed upon arrival of the student by the end of summer term.
Credits: 3
PHAR 756 - TOXICOLOGY FOR PHARMACISTS
This didactic elective course will educate the future pharmacists about the principles of toxicology including dose-response relationships, target organ toxicity, bioaccumulation, and toxicokinetics. The application of toxicology principles will be highlighted in the perspective of pharmacy practice and human health risk assessment. Students will be introduced to how descriptive toxicity tests are used to set the first in human dose for clinical trials.
Credits: 1.5

PHAR 757 - PRINCIPLES OF PALLIATIVE CARE
This elective will provide students with an understanding of the pharmacist’s role in pain control, palliative, and end-of-life care.
Credits: 3

PHAR 758 - CLIN. CASES IN ANTITHROMBOTIC
This course will provide students with a working knowledge of basic and advanced pharmacotherapeutic problems related to antithrombotic and antiplatelet therapy. Students in this class will participate in discussions of cases of real patients on antithrombotic or antiplatelet agents. Each week, cases will focus on a different aspect of antithrombotic/antiplatelet management. All students will be expected to lead at least one discussion, as well as actively participate in weekly discussions.
Credits: 1.5

PHAR 760 - INTRO TO SYS. REV. & META ANAL
This course will provide an overview of the concepts necessary for performing systematic reviews/meta-analyses, help students understand the strengths and limitations of the method, and provide step-by-step guidance in performing a systematic review/meta-analysis. Students will learn about developing a focused research question, designing a study protocol, defining inclusion/exclusion criteria, identifying relevant literatures databases, developing literature search strategies, performing a literature search, creation of a data abstraction form, data abstraction and management, and introduction to statistical methods for meta-analysis.
Credits: 3

PHAR 761 - LEADERSHIP & ADVOCACY
In this course students will learn about the various paths for leadership positions in pharmacy, examine characteristics of successful leaders in our profession, understand the significance of advocacy, and lean how to develop effective strategies to expand the practice of pharmacy in today's legislative environment and competitive market. The students will have an opportunity to select a topic of their interest to advocate for on the state, regional, or national level.
Credits: 3

PHAR 762 - ADV. TOPICS IN CARDIO MED.
Cardiovascular medicine is impacted to the large extent by the evolving clinical trials. This course will survey the most important landmark studies and also recent findings in acute coronary syndromes, hypertension, dyslipidemias, congestive heart failure and arrhythmias and their implications from the clinical guidelines perspectives.
Credits: 1.5

PHAR 763 - INDIVID. THER. & PERS. MED.
This course is aimed at developing students' knowledge base in how differences in human physiological and pharmacokinetic-pharmacodynamic parameters are being utilized in the optimization of drug therapy to achieve individualized therapeutic care. Students will be guided to explore the historical and modern perspectives of individualized medicine, patient parameters and diagnostic methods from gross pathologic to molecular levels.
Credits: 3

PHAR 764 - ADVANCED PHARMACY LAW
Students will learn about pharmacy laws and regulations in various practice settings. Moreover, students will research, analyze and incorporate the covered laws and regulations within the practice of pharmacy. The covered laws and regulations will include both state and federal concerning pharmacy practice and healthcare policies relevant to the practice of pharmacy and other health care setting. Civil liability pharmacy practice and professional ethics are discussed. The course also covers an overview of the areas of business laws dealing with torts, products liability, criminal law, contracts, anti-kickback and anti-fraud particularly as they affect pharmacies, pharmacists, and the pharmaceutical industry.
Credits: 1.5

PHAR 765 - VETERINARY PHARMACY
Veterinary Pharmacy provides a foundation for a pharmacist interested in providing care to nonhuman patients. It focuses on the care of dogs and cats, but concepts can be applied to other species. Veterinary pharmacy references, legal aspects of dispensing, and unique physiologic and pharmacokinetic differences amongspecies will be highlighted. Prevention and management of common disease states will be addressed. Other topics include drug administration, zoonotic infections, dog bite prevention, immunizations, triage, wound care, and appropriate use of OTCs. Class periods will feature a combination of lecture, student research, and skills. Pets will be present in several class sessions.
Credits: 3

PHAR 766 - LEARNING, MEMORY, DISEASES AND DRUGS
This course is designed to introduce pharmacy students to types of memory, processes in memory acquisition, storage and retrieval and the underlying molecular and genetic mechanisms; and drugs used in the management of diseases with memory impairments.
Credits: 3

PHAR 767 - INTRODUCTION TO PEDIATRICS
This course will introduce you to the practice of pediatrics. Neonatal and pediatric patients exhibit unique pharmacokinetics that make them more than small adults. This concept as well as specific pediatric disease states/conditions (prematurity, asthma, cystic fibrosis, sickle cell anemia, infectious diseases, etc.) will be introduced. Additionally, the use of over-the-counter medications and management of accidental ingestions will be covered.
Credits: 1.5

PHAR 768 - PHAR. ADVOCACY & LEAD. DEV.
This course will focus on developing the student's leadership skills and communication skills as an advocate for the profession of pharmacy. Class requirements will be met through active participation in required readings, class discussions and issue debates, guest lecturers, site visits (State Capitol, legislative office visits, etc), and written assignments and other special projects.
Credits: 3
PHAR 770 - ADVANCED PATIENT CARE - COMMUNITY
Students will apply the facts, information and concepts gained in didactic coursework to professional practice through practical experience under the supervision of a licensed pharmacist in a community pharmacy setting. The Community Pharmacy Practice rotation encompasses medication dispensing and control, communicating with patients, prescribers, and other health care professionals and understanding the basic principles of managing workflow to deliver positive patient outcomes. Community pharmacists are the most visible and available to the public. This rotation develops student competence to provide pharmaceutical care in the community setting and extends students' image of community pharmacy practice beyond traditional dispensing. This experience contributes to the integration of clinical knowledge and skills with the basics of communication, medication dispensing and control.
Credits: 8

PHAR 771 - ADVANCED PATIENT CARE - HOSPITAL
Students will apply the facts, information and concepts gained in didactic coursework to professional practice through practical experience under the supervision of a licensed pharmacist in a hospital pharmacy setting. The hospital rotation help students integrate knowledge and theoretical concepts across the curriculum in an environment that encourages and requires interactions between students, preceptors and patients. Our goal is to enable students to safely and accurately perform the activities associated with the receipt, preparation and dispensing of medication orders, perform required drug control activities, support the mission of the pharmacy department and activities that maintain productive relationships with other departments in the hospital.
Credits: 8

PHAR 772 - ADVANCED PATIENT CARE-AMBULATORY CARE
Students will apply the facts, information and concepts gained in didactic coursework to professional practice through practical experience under the supervision of a licensed pharmacist in an ambulatory care setting. The ambulatory care rotations rotation helps students integrate knowledge and theoretical concepts across the curriculum in an environment that encourages and requires interactions between students, preceptors and patients. Our goal is to enable students to provide safe, effective and cost-efficient disease state management by assuring the safe, accurate preparation and dispensing of medications, developing patient-specific pharmacotherapy plans and optimizing patients' outcomes. Students should gain experience in treating common disease states in the ambulatory care environment, including but not limited to endocrine disorders, cardiovascular diseases, commonly occurring outpatient infectious diseases, respiratory diseases by taking patient histories, developing patient-specific recommendations, providing counseling, monitoring patient outcomes and consulting with other healthcare providers.
Credits: 8

PHAR 773 - ADVANCED PATIENT CARE-ACUTE CARE MEDICINE
Students will apply the facts, information, and concepts gained in didactic coursework to professional practice through practical experience under the supervision of a licensed pharmacist in a hospital setting. The adult internal medicine advanced practice rotation requires students to integrate knowledge and theoretical concepts across the curriculum in an environment that requires appropriate interactions between students, preceptors, other healthcare professionals, and patients. The goal is to enable students to recommend and provide safe, effective, and cost-efficient patient care by developing evidence-based, patient-specific pharmacotherapy plans that optimize patient outcomes and have the support of the other healthcare practitioners involved. Students should gain experience in treating common disease states in the adult internal medicine population, including but not limited to endocrine disorders, cardiovascular diseases, infectious diseases, respiratory diseases, and renal/liver dysfunction.
Credits: 8

PHAR 774 - APPE ELECTIVE ROTATION I
Students will apply the facts, information, and concepts gained in didactic coursework to professional practice through practical experience under the supervision of a preceptor with specialized skills relevant to the specific nature of the of the rotation. Potential areas in which this rotation may occur include, but are not limited to: managed care, pharmacy supervision, healthcare policy, informatics, healthcare business management, academic pharmacy, program development or implementation in a healthcare organization and other areas. The goals of these rotations will be individualized to the setting in close proximity in time to the rotation in order to assure they are relevant to the opportunities present then. The availability of these rotations varies depending on the ability of the rotation site to effectively supervise the student at different points in time.
Credits: 8

PHAR 775 - APPE ELECTIVE ROTATION II
Students will apply the facts, information, and concepts gained in didactic coursework to professional practice through practical experience under the supervision of a licensed pharmacist in a hospital setting. The advanced care medicine rotation requires students to integrate knowledge and theoretical concepts across the curriculum in an environment that requires appropriate interactions between students, preceptors, other healthcare professionals and patients in the advanced areas of inpatient care. The goal is to enable students to recommend and provide safe, effective, and cost-efficient patient care by developing evidence-based, patient-specific pharmacotherapy plans that optimize patient outcomes and have the support of the other healthcare practitioners involved. Students should gain experience in treating complex disease states within the internal medicine population, including but not limited to oncology, infectious disease and critical care.
Credits: 8
PHYSICS (PHYS)

PHYS 403 - SPECIAL TOPICS
Credits: 2
Course Notes: MATL students and Physics teachers only.
POLITICAL SCIENCE (POS)

POS 405 - CITIES AT WAR
This course provides study abroad opportunity in order to explore themes such as urbanization and the increasing lethality and indiscriminate nature of war. This course will also cover the extent to which globalization and global war have irreversibly affected the development of the modern city as we know it in Chicago and all modern cities. 200701
Credits: 3

POS 440 - THE UNITED STATES PRESIDENCY
Contemporary and historical perspectives on the presidency including elements of presidential power, presidential selection, politics of the presidency, presidential personality, president and the media, and relations of president with courts, Congress, and bureaucracy.
Credits: 3

POS 451 - 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.
Credits: 3

POS 455 - US-ILLINOIS ELECTIONS
Discussion of the presidential election, the primary system, and the political processes that will elect the country's president.
Credits: 3

POS 462 - URBAN POLITICS
Historical development of political economy in major cities; political institutions and participation; changing conceptions of urban crisis; contemporary issues, especially economic development; community power.
Credits: 3
PSYCHOLOGY (PSYC)

PSYC 403 - PSYCHODRAMA AND ROLE-PLAYING
Credits: 3

PSYC 406 - EVOLUTION OF BEHAVIOR
Natural selection and evolution theory applied to human behavior. Cross-species antecedents of human behaviors and culture. Memes and genes.
Credits: 3

PSYC 407 - INTERMEDIATE STATISTICS
Analysis of variance and factorial designs; bivariate and multiple correlation and regression; testing of hypothesis using other statistical tests, including nonparametric tests; introduction to computer applications in psychological research. Students must have completed undergraduate coursework in basic statistics.
Credits: 3
Course Notes: Undergraduate course in introductory statistics required.

PSYC 431 - INDUSTRIAL RELATIONS MANAGEMENT
Credits: 3

PSYC 435 - HUMAN DEVELOPMENT AS A CULTURAL PROCESS
This course examines human development as a cultural process situated in the communities, environments and historical eras in which it occurs. In locating human development in the contexts in which it occurs this class draws on the work of developmental psychologists, cultural anthropologists, sociologists and historians. Students will explore the sociocultural contexts of their own development and will contrast these against norms of other communities. We will consider cultural influences on patterns of biological, cognitive, social, and emotional development.
Credits: 3
Attributes: Travel Based Study, Transformational Service Learning
Course Notes: Students in this course will have the opportunity to study abroad in Guatemala OR complete an alternate service learning project locally. Unlike many other courses, students in this course will have the option of taking this course with or without the study abroad component. In other words, studying abroad and the associated, additional costs are not necessary to take this course. Spaces on the study abroad trip will be limited.

PSYC 444 - INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Psychological principles and theories of organizations. Influence of organizational structure and management practices on individual and group work behavior, social interaction and conflict, and interaction of these effects with nonwork environments.
Credits: 3

PSYC 445 - PSYCHOLOGY OF WOMEN
Psychological development of women viewed from social, cultural, and biological perspectives.
Credits: 3
Attributes: Women Gender Studies

PSYC 446 - PSYCHOLOGY AND THE PARANORMAL
Rigorous training in critical thinking skills. Application to extraordinary pseudoscientific, paranormal, and supernatural claims. Topics include complementary and alternative medicine, traditional/nontraditional psychology, as well as, astrology, biorhythms, channeling, chi, deja vu, demon possession, ESP, faith healing, Feng Shui, ghosts, magnet therapy, moon madness, mystical and religious experience, near-death experiences, out of body experiences, parapsychology, prayer, precognition, prophecy, psychic reading, psychokinesis, reincarnation, spiritualism, therapeutic touch, and UFOs. Required part of the Comprehensive Stress Management and Meditation/Mindfulness System training course of study (along with Psyc 203 and 373/379).
Credits: 3

PSYC 450 - 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.
Credits: 3
Course Notes: Psychology Graduate Standing

PSYC 451 - LAW AND PSYCHOLOGY
Credits: 3

PSYC 456 - PERSONNEL PSYCHOLOGY
Graduate level introduction to the selection and management of personnel in organizations, including such topics as job satisfaction, organizational commitment, other job attitudes, leadership, motivation, counterproductive behavior, teams and group dynamics, and other issues central to individual and group behavior in organizations.
Credits: 3
Course Notes: Admission to MA I/O program required.

PSYC 457 - PERSONNEL PSYCHOLOGY
Graduate level introduction to the selection and management of personnel in organizations, including such topics as job satisfaction, organizational commitment, other job attitudes, leadership, motivation, counterproductive behavior, teams and group dynamics, and other issues central to individual and group behavior in organizations. (Second course in two-course sequence).
Credits: 3
Course Notes: Admission to MA I/O Program required.

PSYC 458 - CHILD ABUSE/FAMILY VIOLENCE
An introduction to the causes and effects of abuse on children, adolescents, and families. Students will learn: the scope of child abuse, its causes, and strategies that prevent and reduce its occurrence using a variety of approaches; how to apply critical thinking skills to evaluate information about child abuse; personal emotional responses to abuse; and to develop civic participation skills around course topics.
Credits: 3
Course Notes: Course elective for Concentration in Clinical Child, and Family Psychology.
PSYC 473 - RELAXATION & MINDFULNESS
Professional training in six universal family groups of relaxation: yoga stretching, progressive muscle relaxation, breathing exercises, autogenic training, imagery, and meditation / mindfulness. Students construct individualized relaxation recordings. Theory and research on relaxation, meditation, and mindfulness. Not a substitute for personal relaxation training, personal stress management, counseling, or psychotherapy. Credits: 3

PSYC 479 - RELAXATION SCRIPTS/WORKSHOPS
Advanced training in teaching relaxation, meditation, and mindfulness to others. Making individualized relaxation recordings, assessing relaxation skills, conducting stress and relaxation workshops, evaluating programs. Advanced theory and research. Focus on student presentations and reports. Not a substitute for personal relaxation training, personal stress management, counseling, or psychotherapy. Required part of the Comprehensive Stress Management and Meditation / Mindfulness System training course of study (along with Psyc 203, Psyc 446, and 473). Credits: 1
Course Notes: Should be taken concurrently with PSYC 473; class place, and time TBA.

PSYC 482 - SPECIAL TOPICS
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields or have addressed psychological perspectives on social problems. Psychological principles and theories will be applied to such areas for greater understanding and awareness. Please click the red CRN for a more detailed description of this course. Credits: 1-3

PSYC 483 - SPECIAL TOPICS
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields or have addressed psychological perspectives on social problems. Psychological principles and theories will be applied to such areas for greater understanding and awareness. Please click the red CRN for a more detailed description of this course. Credits: 3

PSYC 484 - SPECIAL TOPICS
Credits: 1-3

PSYC 485 - SPECIAL TOPICS
Credits: 1-3

PSYC 486 - TOPIC: SEMINAR
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields or have addressed psychological perspectives on social problems. Psychological principles and theories will be applied to such areas for greater understanding and awareness. Please click the red CRN for a more detailed description of this course. Credits: 3
Attributes: Women Gender Studies

PSYC 487 - SEMINAR
Advanced topical seminar in psychology. Past course topics have addressed the relationship between psychology and creative fields or have addressed psychological perspectives on social problems. Psychological principles and theories will be applied to such areas for greater understanding and awareness. Please click the red CRN for a more detailed description of this course. Credits: 3

PSYC 488 - MOVIES & MENTAL ILLNESS
This course explores aspects of psychopathology and the human condition through the medium of film, including but not necessarily limited to psychological disorders such as mood disorders, anxiety disorders, psychotic disorders, and personality disorders. The introduction of film into the study of psychopathology provides the opportunity to humanize persons struggling with various psychological disorders. Film will also provide an opportunity to explore popular perceptions of treating professionals and treatments. Credits: 3

PSYC 489 - SEMINAR
Advanced exploration of disorders of the brain, brain organization, and complex cognitive abilities. Credits: 1-3
Course Notes: 3 psychology courses

PSYC 491 - TOP: ADVANCED FORENSIC PSYCHOLOGY
Advanced topical seminar in forensic psychology. This class may address issues such as the role of clinical psychologists 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. Credits: 3

PSYC 492 - CHILDREN, PSYCHOLOGY, & LAW
Credits: 3
Course Notes: 3 psychology courses

PSYC 495 - INDEPENDENT STUDY
Supervised individual study or research in specified area of interest. Credits: 1-3
Course Notes: Consent of instructor and School Director.

PSYC 499 - INTERNSHIP
Credits: 1-6
Course Notes: 9SH of PSYC

PSYC 500 - ADVANCED STATISTICS
Survey of popular multivariate statistical techniques including experience with SPSS or other computer statistical packages. Topics may include multiple regression, canonical correlation, discriminant analysis, principal components analysis, factor analysis, cluster analysis, and general issues in the management of large scale data analysis. Credits: 3

PSYC 505 - FOUNDATIONS OF COUNSELING
An overview of mental health counseling and its application to professional counseling settings. Focus of the course will be toward a professional orientation to the field of counseling. Students will also learn the importance of developing a professional counselor identity and an ability to apply counseling theory to practice. This course will also provide an exploration of counseling and its relationship to education and psychology disciplines as well as the nature of psychopathological conditions, their etiology, and clinical presentation. Credits: 3
PSYC 514 - BEHAVIORAL MEDICINE
Applications of clinical psychology in health care; the role of psychological factors in health, stress, and illness and the impact of illness on psychological well-being. Topics include the influence of psychological factors on specific severe, chronic, and stress-related disorders; interventions at patient, family, and health care system levels; and current issues in the practice of clinical psychology within the health care system. (3)
Credits: 3

PSYC 515 - CHEMICAL DEPENDENCE
Psychosocial view of contemporary substance abuse; types and classes of addictive substances; review of treatment approaches. The etiology of substance use disorders, as well as the relationship between substance use disorders and medical and psychological disorders as well as a strength based prevention approach within the counseling setting. Special attention will be given to physiological factors, family dynamics, treatment methods and implications for schools, communities, and business.
Credits: 3

PSYC 516 - PSYCHOPATHOLOGY
Issues pertaining to the case conceptualization, diagnosis of psychological disorders, as well as the treatment and prevention of psychological disorders will be addressed in this course. Students will be taught to recognize and categorize psychological/behavioral patterns that are dysfunctional. Standards for identifying and categorizing behavior, and the use of ethics with regard to categorizing behaviors, will be discussed. The course will focus on utilizing the DSM Classification System for Mental Disorders as well as dimensional models of abnormal development and life challenges.
Credits: 3
Course Notes: Must have an undergraduate course in Abnormal Psyc, Theories of Personality.

PSYC 516A - ADULT PSYCHOPATHOLOGY I
Issues and controversies related to the conceptualization and diagnosis of mental disorders. Epidemiology, etiology, onset, differential diagnosis, symptoms or clinical features, course, and prognosis of specific disorders.
Credits: 3
Course Notes: PsyD students only

PSYC 516B - ADULT PSYCHOPATHOLOGY II
Issues and controversies related to the conceptualization and diagnosis of mental disorders. Epidemiology, etiology, onset, differential diagnosis, symptoms or clinical features, course, and prognosis of specific disorders. Continuation from Psychopathology I.
Credits: 3
Course Notes: PsyD students only. Requires PSYC 516A in fall term.

PSYC 519 - BASIC CLINICAL SKILLS
This course provides an introduction for prospective counselors who are seeking to develop and improve their listening skills and develop effective helping relationships with another individual. Through interactive participation and role play, students will develop skills such as effective inquiry, empathic listening, helping responses, and interpretation. Students will be trained to work effectively with clients in a culturally competent fashion, and learn to understand a person’s growth and development in the therapeutic process. Clinical Psychology (Counseling Practice) MA programs must complete this course with a minimum grade of B. PSYC 519 course covers consistent course material and content as PSYC 520.
Credits: 3
Course Notes: FOR MA STUDENTS ONLY.

PSYC 520 - BASIC CLINICAL SKILLS
Practical experience in developing basic clinical skills, such as effective inquiry, empathic listening, helping responses, and interpretation. Emphasis on matching therapist style with client characteristics; students prepare to work with clients of diverse backgrounds. PSYC 520 course covers consistent course material and content as PSYC 519.
Credits: 3
Course Notes: FOR PSYD STUDENTS ONLY.

PSYC 530 - ADVANCED RESEARCH METHODS
Empirical and qualitative methods of research including descriptive, relational, and experimental approaches. The application of relevant research findings to inform the practice of psychology broadly speaking, including, clinical mental health counseling, clinical psychology, and industrial/organizational psychology. Students will be prepared to evaluate methodology in published research and be taught how to design their own research studies. The skills learned will help them to analyze and utilize data to increase the effectiveness of interventions and programs.
Credits: 3

PSYC 540 - CHILDHOOD/ADOLESCENT SOCIAL SKILLS TRAINING
Training in the delivery of culturally sensitive social skills group-based treatment to children and adolescents. Intervention is based on learning theory principles. Course is taught in workshop format.
Credits: 3
Course Notes: Must have an undergraduate course in Learning.

PSYC 550 - BIOLOGICAL BASES OF BEHAVIOR FOR COUNSELING
Biological systems and processes that influence behavior will be discussed in this course. Issues pertaining to the development of a biopsychosocial treatment approach for use in clinical mental health counseling will be addressed. Issues often encountered in counseling practice are emphasized. 3 semester hours.
Credits: 3

PSYC 550 - BIOLOGICAL BASES OF BEHAVIOR FOR COUNSELING

PSYC 560 - LEARN BASES OF BEHAVIOR FOR COUNSELING
This course will focus on classical and operant conditioning-based influences on behavior. The application of these processes to counseling practices will be emphasized. Prerequisite for this course is admission to graduate study in psychology.
Credits: 3

PSYC 590 - DIRECTED RESEARCH
Student works as directed on research project of faculty member.
Credits: 1-3
Course Notes: Consent of faculty member needed.
PSYC 605 - PROFESSIONAL, LEGAL AND ETHICAL ISSUES
This course will provide an opportunity for understanding the concept of ethics as both an ideological and practical issue in the counseling profession. In a seminar/discussion format, the students will be expected to actively engage in provocative and challenging topics that affect the practice of counseling. Additional focus will be on professional standards, legislative regulation, risk management, and professional development. The counseling profession’s ethical standards are addressed with an emphasis on the American Counseling Association code of ethics and counselor ethical decision-making processes. PSYC 605 course covers consistent course material and content as PSYC 635.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: FOR MA STUDENTS ONLY. MA students: competency required.

PSYC 606 - HUMAN DEVELOPMENT
This course provides a framework of the theoretical understanding of human development from birth to later adulthood, including issues of gender, family and socialization. The course is intended to illustrate the normal developmental processes that occur over a life span and sensitize counselors to events that may lead to a disruption of events that may eventually lead a person to seek counseling. Aspects of development discussed include biosocial, cognitive and psychosocial changes. Expected developmental milestones during each of these phases of development are addressed. PSYC 606 course covers consistent course material and content as PSYC 636.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: FOR MA STUDENTS ONLY., MA students: competency required.

PSYC 619 - ASSESSMENT IN COUNSELING
The focus of this course will be on developing techniques for collecting, organizing, and using relevant information obtained from empirically derived tests and qualitative assessments to assist counseling clients in understanding themselves and in making meaningful life and career decisions. Instruments and inventories to be studied include intelligence tests, personality inventories, symptom tests and single-facet rating scales. Instructions for making referrals and interpreting psychological and counseling assessment will be reviewed.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: FOR MA STUDENTS ONLY., MA students: competency required

PSYC 620 - INTELLECTUAL ASSESSMENT
Review of clinical psychometrics; intensive training in lifespan intellectual assessment with emphasis on the Wechsler tests; introduction to other individual and group intelligence tests; survey of controversial issues and current theoretical models of intelligence. Laboratory course; materials fee. Students must have completed coursework covering the theory of tests and measurement.
Credits: 3
Course Notes: PSYD STUDENTS ONLY., There are 4 contact hours for this course.
Prereq: MA Ccompetency or admission to PsyD program.

PSYC 623 - THEORIES OF COUNSELING & PSYCHOTHERAPY
Course will focus on major theories in counseling and psychotherapy as a means to understand the nature of the person and the development of life challenges. After examining constructs from the major theories, course participants will be encouraged to begin to formulate a personal practice theory. Students will learn appropriate treatment planning, goal setting, and intervention strategies based on counseling theory and the unique development and challenges of the individual.
Credits: 3
Prerequisites: (PSYC 519 or PSYC 520) and Passing the appropriate departmental placement test within the previous year
Course Notes: PSYC 520 with B or higher grade; MA Competency - MET.

PSYC 625 - PERSONALITY ASSESSMENT
Introduction to the objective method of personality evaluation; psychopathological assessment of adults emphasizing MMPI-2 and MCMI-III interpretation; introduction to nonclinical personality evaluation and selected trait measures. Emphasis on writing of clinical reports and reviewing of applied psychometric research. Laboratory course; materials fee. Students must have completed coursework covering the theory of tests and measurement.
Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year and PSYC 520 ) or (PSYC 520 and Passing the appropriate departmental placement test within the previous year )
Course Notes: Lab/Course Fee $20.00. PSYD STUDENTS ONLY
Prereq: MA Ccompetency or admission to PsyD program.

PSYC 631 - PERSONALITY AND PSYCHOTHERAPY
Overview of major systems of psychotherapy and the theories of personality and pathology on which they are based. Theories of personality range from Freud’s to current factor analytic models; systems of therapy range from classical psychoanalysis to postmodern. Students must have completed undergraduate coursework in theories of personality. Prereq: MA Ccompetency or admission to PsyD program
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: Admission to PsyD program required., Open to MA PhD.

PSYC 633 - SOCIAL PSYCHOLOGY & GROUP DYNAMICS
Survey of research on small group performance and social systems. Discussion of methods and potential applications. Prereq: MA Ccompetency or admission to PsyD program
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: MA Competency or admission to the PsyD Program., Open to MA and PhD.

PSYC 634 - COMMUNITY PSYCHOLOGY & SOCIAL JUSTICE
Major issues, concepts, and techniques in community and group mental health, wellness, prevention, stress, social support, empowerment, and social justice. Application of group and community-level interventions in diverse community settings and for diverse populations with respect to ethnicity/race, culture, gender, sexual identity/sexual orientation, and disability. Prereq: MA Ccompetency or admission to PsyD program
Credits: 3
Prerequisites: ( Passing the appropriate departmental placement test within the previous year and PSYC 520 ) or (PSYC 520 and Passing the appropriate departmental placement test within the previous year )
Course Notes: PSYD STUDENTS ONLY
PSYC 635 - PROFESSIONAL, LEGAL, & ETHICAL ISSUES
Issues affecting the practice of professional psychology with emphasis on ethical and professional standards, legislative regulation, professional decision making, and current professional developments. PSYC 635 course covers consistent course material and content as PSYC 605.
Credits: 3
Course Notes: FOR PSYD STUDENTS ONLY.

PSYC 636 - HUMAN DEVELOPMENT
Human development throughout life. Emotional, social, cognitive, moral, and intellectual domains; gender roles and family relationships. PSYC 636 course covers consistent course material and content as PSYC 606.
Credits: 3
Course Notes: FOR PSYD STUDENTS ONLY.

PSYC 638 - HISTORY & THEORETICAL SYSTEMS
The course is designed to review the philosophical roots of psychology, and the tensions and controversies that have been part of psychology through the ages. Students will learn about the traditional historical systems including Structuralism, Functionalism, Behaviorism, Gestalt and Depth Psychology (psychoanalysis). Effort will be made to place the developments of the field in the context of the particular era, culture, and countries where the movement originated or predominated. Finally, students will explore modern developments through a historical lens.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: PSYD Students Only. MA students by permission of instructor.

PSYC 639 - CHILDHOOD/ADOLESCENT ASSESSMENT
Advanced information-gathering skills using clinical interviews, standardized tests, and collaborative sources. Integration of information in conceptualizing problem behaviors. Developmental emphasis. Prereq: MA Competency or admission to PsyD program
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: MA competency required.

PSYC 640 - MENTAL HEALTH PRACTICE IN SETTINGS
In this course, students will review the structures and operations in private, agency, medical, school, and community organization settings in which professional counselors practice. Information on utilizing effective strategies to support client advocacy and influence public policy will be addressed. Students will learn about ways to promote programs that affect the practice of clinical mental health counseling and advocate for their clients based on their environmental setting.
Credits: 3
Prerequisites: Passing the appropriate departmental placement test within the previous year
Course Notes: MA students: competency required.

PSYC 641 - COGNITIVE/BEHAVIORAL COUNSELING
Opportunities for critical examination and application of theories and techniques in cognitive and behavioral approaches to therapy will be offered in this course. The application of these therapies, as applied to practice in clinical mental health counseling, will be covered. Applied course focusing on counseling theory, treatment planning, and intervention.
Credits: 3
Prerequisites: (PSYC 519 or PSYC 520) or Passing the appropriate departmental placement test within the previous year
Course Notes: FOR MA STUDENTS ONLY., PSYC 519 or PSYC 520 with B or higher grade., MA Competency - MET.

PSYC 641A - COGNITIVE BEHAVIORAL THERAPY I
Part I of two-part course. Critical examination of theory and techniques in cognitive and behavioral approaches to therapy.
Credits: 3
Course Notes: Admission to PsyD Program.
Prereq: Admission to PsyD program.

PSYC 641B - COGNITIVE BEHAVIORAL THERAPY II
Continuation of Cognitive Behavioral Therapy I.
Credits: 3
Course Notes: Admission to the PsyD Program. Requires PSYC 641A in fall, term.
Prereq: Admission to PsyD program.

PSYC 642 - PSYCHODYNAMIC COUNSELING
Critical didactic and experiential examination of theory and techniques in psychodynamic counseling, as applied to work in clinical mental health settings, will be covered in this course. Applied course focusing on counseling theory, treatment planning, and intervention.
Credits: 3
Prerequisites: (PSYC 519 or PSYC 520) or Passing the appropriate departmental placement test within the previous year
Course Notes: FOR MA STUDENTS ONLY., PSYC 519 or PSYC 520 with B or higher grade., MA Competency - MET.

PSYC 642A - PSYCHODYNAMIC THEORY I
Introduction to critical examination of theory and techniques in psychodynamic psychotherapy.
Credits: 3
Course Notes: Must be admitted to the PsyD Program.

PSYC 642B - PSYCHODYNAMIC THEORY II
Continuation of critical examination of theory and techniques in psychodynamic psychotherapy.
Credits: 3
Course Notes: Admission to PsyD Program required.

PSYC 643 - EVIDENCE-BASED PRACTICE
Critical analysis of research on treatment interventions; integration of clinical research and practice; focus on evidence based practice and empirically supported treatments. Prereq: MA Competency or admission to PsyD program; PsyC 520 with minimum grade of B.
Credits: 3
Prerequisites: PSYC 520 and Passing the appropriate departmental placement test within the previous year
Course Notes: PSYD STUDENTS ONLY. Students should also have completed, two PSYC 640 or 650-level courses., Lab/Course Fee $20.00.
PSYC 644 - MULTICULTURAL PSYCHOLOGY
Theory and research on culturally based differences in behavior. Impact of such information on psychological assessment and therapy. PSYC 644 course covers consistent course material and content as PSYC 645.
Credits: 3
Prerequisites: PSYC 520
Course Notes: FOR PSYD STUDENTS ONLY.

PSYC 645 - MULTICULTURAL COUNSELING
This course is designed to provide students with a general framework for understanding issues related to mental health services with people from diverse populations. The influence of socio-identities (e.g. race, ethnicity, religion, gender, socioeconomic status, sexual orientation, religious preferences) on individuals' functioning, concerns, and the counseling process will be explored. This course is designed to increase students' awareness and knowledge of, and skills related to, multicultural counseling and the delivery of counseling services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. PSYC 645 course covers consistent course material and content as PSYC 644.
Credits: 3
Prerequisites: (PSYC 519 or PSYC 520) and Passing the appropriate departmental placement test within the previous year
Course Notes: FOR MA STUDENTS ONLY., PSYC 519 or PSYC 520 with B or higher grade, MA Competency - MET.

PSYC 649 - GROUP COUNSELING THEORIES & PROCESSES
This course is designed to provide students with an understanding of group development, process and dynamics. Students will learn, in an experiential manner, theoretical and practical concepts related to the practice of group counseling and psychotherapy. PSYC 649 course covers consistent course material and content as PSYC 650.
Credits: 3
Prerequisites: (PSYC 519 or PSYC 520) and Passing the appropriate departmental placement test within the previous year
Course Notes: FOR MA STUDENTS ONLY., PSYC 519 or PSYC 520 with B or higher grade, MA Competency - MET.

PSYC 650 - GROUP PSYCHOTHERAPY
Didactic and experiential exploration of theory and techniques in group psychotherapy. PSYC 650 course covers consistent course material and content as PSYC 649.
Credits: 3
Prerequisites: (PSYC 520 and Passing the appropriate departmental placement test within the previous year ) or (PSYC 520 and Passing the appropriate departmental placement test within the previous year )
Course Notes: FOR PSYD STUDENTS ONLY.

PSYC 651 - EXPERIENTIAL GROUP THERAPY
Didactic and experiential introduction to the experiential context of group psychotherapy. Focus on action methods and role playing combined with therapeutic simulation of cognitive techniques. Experiential course that may involve self-disclosure. Prereq: MA Competency or admission to PsyD program; Psyc 520 with minimum grade of B.
Credits: 3
Prerequisites: PSYC 520 and Passing the appropriate departmental placement test within the previous year
Course Notes: MA students must have achieved competency.

PSYC 652 - PSYCHOTHERAPY OF WOMEN
Issues and controversies related to the participation of women in the therapeutic relationship both as psychotherapists and as clients.
Credits: 3
Prerequisites: PSYC 520 and Passing the appropriate departmental placement test within the previous year
Course Notes: MA students must have achieved competency.
Prereq: MA Competency or admission to PsyD program; Psyc 520 with minimum grade of B.

PSYC 653 - BRIEF PSYCHOTHERAPIES
Three models of contemporary brief psychotherapy: single-session interventions, planned brief psychotherapy, and short-term psychodynamic psychotherapy.
Credits: 3
Prerequisites: PSYC 520 and Passing the appropriate departmental placement test within the previous year
Course Notes: MA students must have achieved competency.
Prereq: MA Competency or admission to PsyD program; Psyc 520 with minimum grade of B.

PSYC 654 - CHILDHOOD & ADOLESCENT THERAPY
Didactic foundation to individually oriented child and adolescent psychotherapy. Challenges involved in working with school-age children and adolescents. Emphasis on establishing rapport with children, conducting a developmentally appropriate interview, and learning a range of evidence based treatment techniques.
Credits: 3
Prerequisites: (PSYC 520 and Passing the appropriate departmental placement test within the previous year ) or (PSYC 520 and Passing the appropriate departmental placement test within the previous year )
Course Notes: MA students must have achieved competency.

PSYC 655 - COUPLES AND FAMILY THERAPY
Didactic foundation to skills necessary for marital and family therapy. Review of literature on normal marital and family functioning, marital and family conflicts, and basic interventions designed to enhance marital and family functioning. Specific strategies for assessment and intervention.
PSYC 655 course covers consistent course material and content as PSYC 656.
Credits: 3
Prerequisites: (PSYC 520 and Passing the appropriate departmental placement test within the previous year ) or (PSYC 520 and Passing the appropriate departmental placement test within the previous year )
Course Notes: FOR PSYD STUDENTS ONLY.

PSYC 656 - COUPLES & FAMILY COUNSELING
This course presents a survey of the leading theorists and concepts in the field of family therapy and counseling. Students will become better acquainted with this field of counseling and will acquire skills necessary to work with families and couples. The primary focus will be on models of family and couples conceptualization, treatment planning, and intervention. A review of literature on couples, family strengths and conflicts, systems assessment and interventions to enhance couples and familial functioning will be covered in this course. PSYC 656 course covers consistent course material and content as PSYC 655.
Credits: 3
Prerequisites: (PSYC 519 or PSYC 520) and Passing the appropriate departmental placement test within the previous year
Course Notes: FOR MA STUDENTS ONLY., PSYC 519 or PSYC 520 with B or higher grade, MA Competency - MET.
PSYC 660 - EMPLOYMENT TESTING
Individual testing of aptitudes and personality; honesty testing. Materials fee.
Credits: 3
Course Notes: MA students- competency required, Open to MA and PhD.

PSYC 661 - QUESTIONNAIRE DEVELOPMENT
Credits: 3
Course Notes: MA students-competency required. Instructor consent needed., Open to MA and PhD.

PSYC 662 - CONFLICT RESOLUTION IN ORGANIZATIONS
This seminar will address the specific areas of managing and resolving conflict in decision making; organizational and group pressure on individuals; covert dependency and the “cult” like pressures that influence behavior and action in organizations. Special attention will be given on how to surface the “undiscussable” but often obvious impediments to establishing the trust, open communication, and alignment necessary to achieve organizational effectiveness.
Credits: 3
Course Notes: MA students-competency required.

PSYC 663 - SPECIAL TOPICS: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Credits: 3
Course Notes: Open to MA and PhD.

PSYC 664 - JOB ANALYSIS & PERFORMANCE MANAGEMENT
Theories and techniques used in analyzing and classifying employee positions; models and methods for analyzing and improving employee performance.
Credits: 3
Course Notes: MA students-competency required. Psyc 444 or PSYC 462 or, PSYC 463 with a min grade of B and a course in Intermediate, Statistics required.

PSYC 665 - OCCUPATIONAL HEALTH PSYCHOLOGY
This course is a survey of the research and theory in occupational health psychology. Organizations are becoming more cognizant of their role as facilitators for the health of their employees, as well as the potential for cost saving through various OHP-related programs/policies. You will be exposed to the current research and practice in the areas of safety, stress, fitness, and health in the workplace. At the end of this course, you should be able understand the basic findings in the area of health in the workplace, critically evaluate research in OHP, and apply health research findings to help employees and organizations.
Credits: 3

PSYC 666 - LEADERSHIP AND MOTIVATION
Survey of research and theory in organizational leadership and motivation. In leadership, roles of leader traits, followership, variety of contextual factors. To better understand employee motivation, the impact of needs, values, affect, power, attitudes, job design, equity, and goals are considered.
Credits: 3

PSYC 668 - ORGANIZATIONAL ASSESSMENT/DEVELOPMENT
Approaches for analyzing groups and organizations; methods and techniques for improving performance of groups and teams.
Credits: 3
PSYC 682 - PSYCHOLOGY SEMINAR
Involvement of psychologists in leadership and management of not-for-profit agencies. Exploration of program and management skills. Topics may include (but not limited to): program development, grant-writing, human resource management, budget review, board of director responsibilities, strategies for local and state advocacy, and fund development. Prereq: MA Competency or admission to PsyD program Credits: 1-3

PSYC 683 - SEMINAR
Credits: 3

PSYC 684 - DATA ANALYSIS/SPSS
Credits: 3
Course Notes: Instructor’s consent required

PSYC 685 - SEMINAR
Credits: 3

PSYC 686 - SEMINAR
Credits: 3

PSYC 687 - SEMINAR
Credits: 3

PSYC 688 - SPECIAL TOPIC IN CLINICAL PSYCHOLOGY
Special Topic in Clinical Psychology will cover topics of interest to graduate-level clinical psychology students. Past topics have included health psychology, biopsychology, stress and illness. Please return to the course listing and click the CRN number (highlighted in red) for a more detailed description of this term’s course.
Credits: 1-3

PSYC 689 - SEMINAR
Credits: 3

PSYC 690 - MA THESIS
Preparation, development, and execution of acceptable experimental or library research project under supervision of student’s thesis committee. For MA students only.
Credits: 3,6
Prerequisites: PSYC 530 and Passing the appropriate departmental placement test within the previous year
Course Notes: MA Students Only; Prereq’s plus Competency Req.
Formerly PSYC, 490. Undergraduate statistics course.

PSYC 690Y - THESIS COMPLETION
Continuation of the MA thesis beyond Psy690A and Psy690B work that extends beyond one semester. Prereq: MA Competency Credits: 0

PSYC 691 - DOCTORAL PRACTICUM I
Credits: 3
Course Notes: Consent

PSYC 695 - INDEPENDENT STUDY
Supervised individual study or research in specified area of interest.
Credits: 1-3
Course Notes: MA students must have achieved competency. Consent of, instructor department chair.

PSYC 697A - MA CLINICAL INTERNSHIP
Professional services of no less than 750 total hours during period of not less than 36 weeks in an applied phase of psychology in recognized institution or vocational setting under competent supervision. Students will be able to demonstrate basic counseling skills and ethical behavior. Students will be evaluated after 150 hours to assess skills of their initial practicum/prepracticum experience. A minimum of 600 hours will be completed in the practicum/internship experience where students demonstrate more advanced skills in counseling practice. Students attend a practicum seminar weekly. Students in the clinical psychology programs must complete all course work; students in the clinical psychology (counseling practice) program must complete at least 12 courses.
Credits: 3
Course Notes: FOR MA STUDENTS ONLY., Prerequisite: 36 Hours of Completed Coursework required.

PSYC 697B - MA CLINICAL INTERNSHIP
Professional services of no less than 750 total hours during period of not less than 36 weeks in an applied phase of psychology in recognized institution or vocational setting under competent supervision. Students will be able to demonstrate basic counseling skills and ethical behavior. Students will be evaluated after 150 hours during 697A to assess skills of their initial practicum/prepracticum experience. A minimum of 600 hours will be completed in the practicum/internship experience during 697A and 697B where students demonstrate more advanced skills in counseling practice. Students attend a practicum seminar weekly. Students in the clinical psychology programs must complete all course work; students in the clinical psychology (counseling practice) program must complete at least 12 courses.
Credits: 3
Course Notes: FOR MA STUDENTS ONLY., Prerequisite: 36 Hours of Completed Coursework required.

PSYC 697Y - MA CLINICAL INTERNSHIP CONTINUED
Professional services of no less than 750 total hours during period of not less than 36 weeks in an applied phase of psychology in recognized institution or vocational setting under competent supervision. Students will be able to demonstrate basic counseling skills and ethical behavior. Students will be evaluated after 150 hours during 698A to assess skills of their initial practicum/prepracticum experience. A minimum of 600 hours will be completed in the practicum/internship experience during 698A and 698B where students demonstrate more advanced skills in counseling practice. Students attend a practicum seminar weekly. Students in the clinical psychology programs must complete all course work; students in the clinical psychology (counseling practice) program must complete at least 12 courses.
Credits: 0
PSYC 698A - MA CLINICAL PRACTICUM
First semester of supervised experience in the delivery of professional services. The full, two-semester sequence will consist of no less than 750 hours during period of not less than 40 weeks. Practicum placements are arranged through the department’s Director of Training. Students attend a weekly practicum seminar on campus. Students in the clinical psychology programs must complete all course work; students in the clinical professional psychology program must complete at least 13 courses.
Credits: 3
Prerequisites: PSYC 520 and Passing the appropriate departmental placement test within the previous year
Course Notes: Must have Director of Training’s approval.
Prereq: MA Competency and eligibility approved by Director of Clinical MA Programs.

PSYC 698B - MA CLINICAL PRACTICUM
Second semester of supervised experience in the delivery of professional services. The full, two-semester sequence will consist of no less than 750 hours during period of not less than 40 weeks. Practicum placements are arranged through the department’s Director of Training. Students attend a weekly practicum seminar on campus. Students in the clinical psychology programs must complete all course work; students in the clinical professional psychology program must complete at least 13 courses.
Credits: 3
Prerequisites: PSYC 520 and Passing the appropriate departmental placement test within the previous year
Course Notes: Must have Director of Training’s approval.
Prereq: MA Competency and eligibility approved by Director of Clinical MA Programs.

PSYC 698Y - MA CLINICAL PRACTICUM CONTINUED
Continuation of practicum registration beyond Psy 698 A and Psy 698 B.
Credits: 0
Course Notes: Must have Director of Trainer’s approval.
Prereq: MA competency and approved eligibility.

PSYC 699 - MA INDUSTRIAL/ORGANIZATIONAL PRACTICUM
Professional services of no less than 1,000 hours during period of not less than 25 weeks in an applied phase of psychology in recognized institution or vocational setting under competent supervision. Practicum report required. In place of part of the practicum report, students may attend a practicum seminar, if offered.. Students in the clinical and industrial/organizational psychology programs must complete all course work; students in the clinical professional psychology program must complete at least 13 courses.
Credits: 3
Course Notes: See p.61 Grad. Catalog

PSYC 699Y - PRACTICUM COMPLETION
Continuation of the MA I/O practicum beyond the initial semester of registration.
Credits: 0

PSYC 710 - BIOPSYCHOLOGY
Comprehensive introduction to basic neuroanatomy, physiology, and clinical neuroscience. Emphasis on brain-behavior relationships.
Credits: 3
Course Notes: Psy.D. program admission required.

PSYC 712 - PSYCHOPHARMACOLOGY
Examination of different classes of psychopharmacological agents and interventions in psychobiological conditions. Emphasis on use of psychotropic medications in management and treatment of behavioral disorders.
Credits: 3

PSYC 716 - COGNITIVE, AFFECTIVE, & LEARNED BASE OF BEHAVIOR
Review of the role of classical conditioning models in affective behavior, operant conditioning models in goal-directed behavior, and of the use of cognitive models to capture acquired histories. Analysis of contemporary research on these models applied to human emotion, overt behavior and psychopathology.
Credits: 3
Course Notes: Open to MA PhD.

PSYC 717 - LEARNING THEORY CASE CONCEPTUALIZATION
The principal goal of this course is to help students develop skill in conceptualizing clinical cases from a learning theory point of view. This course will expose students to existing work on the application of learning theory models to conceptualizations of psychological disorders. Students will observe the application of these concepts to clinical cases and have the opportunity to practice conceptualizing a clinical case from a learning theory perspective.
Credits: 3
Course Notes: Prerequisite: PSYC 580, PSYC 716, or other, graduate course in Cognitive, Affective, and, Learned Bases of Behavior.

PSYC 719 - CLINICAL NEUROPSYCHOLOGY
Major neurological disease syndromes including the group of dementias, seizure disorders, and syndromes associated with cardiovascular disease and traumatic brain injuries. Case study models, multidisciplinary referral issues, and neuropsychological testing data. Extended neuropsychological mental status examination techniques with possible patient contact at cooperating institutions.
Credits: 3
Prerequisites: PSYC 710
Course Notes: Psy.D.Prg. Consent of instructor. 1 course in, Biopsychology.

PSYC 720 - NEUROPSYCHOLOGICAL ASSESSMENT
Introduction to behavioral neurology and principles of brain-behavior relationships; comprehensive neuropsychological empirical screening battery and introduction to the Halstead-Reitan Neuropsychological Battery and computer-based adaptive assessment instruments. Laboratory course; materials fee.
Credits: 3
Prerequisites: (PSYC 620 and PSYC 710) or (PSYC 620 and PSYC 710)
Course Notes: Psy.D. Only

PSYC 722 - PSYCHODIAGNOSTICS SEMINAR
Credits: 3

PSYC 725 - PROJECTIVE PERSONALITY ASSESS
Intensive training in the administration, coding, and clinical interpretation of the Rorschach Inkblot Method as a lifespan projective technique; training in the use of the Comprehensive System; other projective techniques, notably the Thematic Appreciation Technique; accessing interpretative software. Laboratory course; materials fee.
Credits: 3
Course Notes: Psy.D. Prog.
PSYC 727 - ADVANCED PSYCHODIAGNOSTICS
Seminar on becoming a reflective lifespan psychodiagnostician. Review of utility and limitations of DSM-based classification of psychopathology; introduction of a developmental "successive sieve" assessment model emphasizing conceptual relationships among tests; equal emphasis on psychometric and projective assessment, psychopathological inference from psychodynamic personality structure, and neuropsychological interface issues. Development of a personal accountable writing style. Assessment conclusions linked to specific treatments. Credits: 3
Prerequisites: PSYC 620 and PSYC 625 and PSYC 725
Course Notes: Psy.D. Prog.

PSYC 730 - APPLIED RESEARCH METHODS
Issues involved in preparing a research or grant proposal. Methods and issues in conducting empirical research in the field or based upon research questions developed in the field. Evaluation of the effectiveness of programs involving behavioral and financial criteria. Experience in empirical evaluation of a current program. Credits: 3
Prerequisites: PSYC 530
Course Notes: and Adm. Psy.D. Prog.

PSYC 735 - CLINICAL SUPERVISION & CONSULTATION
Theories and techniques of clinical supervision. A laboratory course which provides didactic instruction and practical experience in the development of supervisory skills. Credits: 3
Course Notes: Enrollment in a clinical practicum required.

PSYC 740 - ADVANCED PSYCHOTHERAPY SEMINAR
In-depth critical consideration of one or more advanced psychotherapy topics to be selected by instructor. Topics may focus on psychotherapy theory, research, techniques, or practice. Credits: 3
Prerequisites: PSYC 641A and PSYC 642A

PSYC 741 - CHILD PSYCHOPATHOLOGY
Didactic foundations of contemporary developmental psychopathology. Emphasis on DSM-IV based assessment, family systems model, linking diagnoses to empirically supported treatments, child abuse evaluation, and developing competence in multicultural assessment throughout the socioeconomic spectrum. Credits: 3
Course Notes: PsyD program admission required.

PSYC 742 - ADVANCED PSYCHOTHERAPY SEMINAR
An advanced seminar in psychotherapy focusing on one or more advanced psychotherapeutic techniques to be selected by the instructor. Topics may focus on psychotherapy theory, research, techniques, or practice. Credits: 3
Prerequisites: PSYC 641A and PSYC 642A

PSYC 751 - ADVANCED INDUSTRIAL PSYCHOLOGY
This is a graduate level course in industrial psychology. The course will explore current research, theory and applications associated with personnel psychology. These include but are not limited to job analysis, recruitment, compensation, selection, validation, fairness, training and development, performance appraisal and business ethics. Credits: 3

PSYC 752 - EMPLOYEE SELECTION
Introduces the student to employee selection and placement issues including staffing requirements, recruitment strategies, development and validation of selection procedures, classification and placement of employees, problems associated with person-job matching and socialization of new employees. Credits: 3

PSYC 753 - TRAINING & DEVELOPMENT
An examination of employee training and human resource development from both research settings and applied settings. Topics include the development, administration, and evaluation of training programs; employee development; career development; and organizational change. Credits: 3

PSYC 756 - ADVANCED ORGANIZATIONAL PSYCHOLOGY
This course is a survey of research and theory in organizational psychology. As such, the main objective of this course is to expose you to the many areas of organizational psychology, including motivation, job attitudes, stress, team processes, leadership, and organizational culture. Throughout the semester, you will have an opportunity to explore these topics within the core areas of organizational psychology. We will read and discuss a selected sample of illustrative research in each of these areas. Credits: 3
Course Notes: Admission to Ph.D. Program.

PSYC 757 - LEADERSHIP AND MOTIVATION
Selected topics pertaining to leadership, motivation, and individual processes are surveyed; students' ability to understand and apply diverse approaches to the leadership and motivation of people in organizations is emphasized by readings, lecture, class discussion, and case analyses of pertinent management materials. Credits: 3

PSYC 771 - INTERMEDIATE STATISTICS
Analysis of variance and factorial designs; bivariate and multiple correlation and regression; testing of hypothesis using other statistical tests, including nonparametric tests; introduction to computer applications in psychological research. Students must have completed undergraduate coursework in basic statistics. Credits: 5

PSYC 772 - ADVANCED STATISTICS (REGRESSION)
Survey of popular multivariate statistical techniques including experience with SPSS or other computer statistical packages. Topics may include multiple regression, canonical correlation, discriminant analysis, principal components analysis, factor analysis, cluster analysis, and general issues in the management of large scale data analysis. Credits: 5
Prerequisites: PSYC 771

PSYC 773 - MULTIVARIATE STATISTICS
Analysis of categorical data. Loglinear models for two- and higher-dimensional contingency tables. Logistic regression models. Aspects of multivariate analysis, random vectors, sample geometry and random sampling, multivariate normal distribution, inferences about the mean vector, MANOVA. Analysis of covariance structures: principal components, factor analysis. Classification and grouping techniques: discrimination and classification, clustering, use of statistical computer packages. Credits: 3
PSYC 787 - ETHICAL ISSUES
This course will provide an opportunity to review, discuss and analyze the ethical dilemmas faced in field research and the practice of industrial organizational psychology. Case studies and related real world experiences will be the central focus of our inquiry into developing a process, professional skills. You will be asked to read and provide analysis as well as written commentary on more cases than we will be able to review thoroughly in our weekly discussions. A key learning objective of this seminar is to heighten our awareness that almost every intervention made by an industrial & organizational psychologist working with an organization will impact an organization’s culture, climate, stress tolerance trust levels as well as the individual people that comprise the organization. Another learning objective will be to increase your knowledge and understanding of accepted business practices, disciplines, jargon and nomenclature since most careers in I/O Psychology will involve.
Credits: 3

PSYC 788 - HISTORY & CONCEPTUAL SYSTEMS
Credits: 3

PSYC 789 - DOCTORAL PROJECT SEMINAR
Formal preparation for doctoral project. Students complete a formal doctoral project proposal in one of the following five areas: traditional empirical study, case study, review of the literature, applied program-targeted research such as grant proposals, and treatment and program evaluations.
Credits: 1.5-3
Prerequisites: PSYC 530
Course Notes: PsyD Candidacy

PSYC 790 - DOCTORAL PROJECT
Completion of one of the five following projects: traditional empirical study, case study, review of the literature, applied program-targeted research such as grant proposals, and treatment and program evaluations.
Credits: 3,6
Prerequisites: PSYC 789

PSYC 790Y - DOCTORAL PROJECT CONTINUATION
Credits: 0

PSYC 791 - CLINICAL PRACTICUM 1
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: Psy.D. Prog. Relevant testing or therapy.

PSYC 791A - DOCTORAL CLINICAL PRACTICUM 1
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy. Must have Director of Training’s approval.

PSYC 791B - DOCTORAL CLINICAL PRACTICUM 1
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy. Must have Director of Training’s approval.

PSYC 791P - PRE DOCTORAL CLINICAL PRACTICUM I
Sequence of four or more semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 0
Course Notes: Must have Director of Training’s approval.

PSYC 791Y - DOCTORAL CLINICAL PRACTICUM I CONTINUED
Sequence of four or more semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 0
Course Notes: Must have Director of Training’s approval.

PSYC 792 - CLINICAL PRACTICUM 2
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: Must have Director of Training’s approval.

PSYC 792A - DOCTORAL CLINICAL PRACTICUM 2
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy. Must have Director of Training’s approval.

PSYC 792B - DOCTORAL CLINICAL PRACTICUM 2
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy. Must have Director of Training’s approval.

PSYC 792P - DOCTORAL CLINICAL PRACTICUM II
Sequence of four or more semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 0
Course Notes: Must have Director of Training’s approval.

PSYC 792Y - DOCTORAL CLINICAL PRACTICUM 2 CONTINUED
Sequence of four or more semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 0
Course Notes: Must have Director of Training’s approval.

PSYC 793 - CLINICAL PRACTICUM 3
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: Psy.D. Prog. Relevant testing or therapy.

PSYC 793A - DOCTORAL CLINICAL PRACTICUM 3
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy. Must have Director of Training’s approval.
PSYC 793B - DOCTORAL CLINICAL PRACTICUM 3
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy. Must have Director of Training’s approval.

PSYC 793P - PRE DOCTORAL CLINICAL PRACTICUM 3
Sequence of four or more semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 0
Course Notes: Must have Director of Training’s approval.

PSYC 793Y - DOCTORAL CLINICAL PRACTICUM CONTINUED
Sequence of four or more semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 0
Course Notes: Must have Director of Training’s approval.

PSYC 794 - CLINICAL PRACTICUM 4
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: Psy.D. Prog. Relevant testing or therapy.

PSYC 794A - DOCTORAL CLINICAL PRACTICUM 4
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D prog. Relevant testing or therapy. Must have Director, of Training’s approval.

PSYC 794B - DOCTORAL CLINICAL PRACTICUM 4
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy. Must have Director, of Training’s approval.

PSYC 794P - PRE DOCTORAL CLINICAL PRACTICUM 4
Sequence of four or more semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 0
Course Notes: Must have Director of Training’s approval.

PSYC 794Y - DOCTORAL CLINICAL PRACTICUM 4 CONTINUED
Sequence of four or more semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 0
Course Notes: Must have Director of Training’s approval.

PSYC 795 - CLINICAL PRACTICUM 5
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy.

PSYC 795A - CLINICAL PRACTICUM 5
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy.

PSYC 795B - CLINICAL PRACTICUM 5 COMPLETION
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy.

PSYC 796 - CLINICAL PRACTICUM 6
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: Relevant testing or therapy.

PSYC 796A - CLINICAL PRACTICUM 6
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy.

PSYC 796B - CLINICAL PRACTICUM 6 COMPLETION
Sequence of four semesters of supervised practicum placement at approved agencies where students can obtain practical experience in clinical skills.
Credits: 3
Course Notes: PSYC D Prog. Relevant testing or therapy.

PSYC 796Y - PRACTICUM SEMINAR COMPLETION
Credits: 0

PSYC 799 - CLINICAL INTERNSHIP
Clinical internship at an agency approved by the internship coordinator. Ordinarily one year of full-time training.
Credits: 1.5
Course Notes: Doctoral candidacy completion of all required coursework, practica, thesis (if chosen instead of 699).

PSYC 799Y - CLINICAL INTERNSHIP COMPLETION
Continuation of the clinical internship beyond the initial semester of registration.
Credits: 1.5
PUBLIC ADMINISTRATION (PADM)

PADM 400 - PUBLIC SERVICE IN THE UNITED STATES
Introduction to theory and practice of public administration in the US. Emphases on US governmental structure and processes, nature and theory of complex service organizations, and current trends with future directions of public service management.
Credits: 3
Attributes: Social Science

PADM 401 - MANAGEMENT PRACTICES FOR PUBLIC SECTOR
Management competencies relevant for public, health, environmental, criminal justice, and nonprofit organizations. Overview of management concepts, theories, models, and techniques in managing change, supervision, communication, ethics, and organization.
Credits: 3
Prerequisites: PADM 400
Course Notes: or Instr. consent

PADM 402 - ISSUES IN DEVELOPMENT & ADMINISTRATION PUBLIC POLICY
The process of making and implementing effective public policy with special attention to the influences of policies, bureaucracy, media, interest groups, and intergovernmental structure. Case studies of selected issues.
Credits: 3
Attributes: Social Science

PADM 403 - QUANTITATIVE METHODS
Fundamentals of descriptive and inferential statistical analysis. Computer applications that support the presentation and analysis of quantitative data and the role of computers in information systems management.
Credits: 3

PADM 404 - HUMAN RESOURCE MANAGEMENT
Skills, techniques, and practices used in public health, environmental, criminal justice, and nonprofit organizations. Topics include organizing, staffing, the personnel function, merit systems, labor relations, equal employment opportunity, workplace diversity, and employee rights.
Credits: 3
Prerequisites: PADM 400

PADM 405 - PUBLIC BUDGET & FINANCIAL MANAGEMENT
Concepts, methods, and processes of financial management with an emphasis on the public sector. Topics include budget preparation, financial analysis, organization of the finance function, pricing of services, taxes and other revenue sources, and financial reporting.
Credits: 3
Prerequisites: PADM 400

PADM 406 - RESEARCH AND EVALUATION METHOD
Methods and concepts for program and policy analysis including problem formulation, research design, and data collection methods. Emphasis on management skills of needs assessment, program design, implementation, evaluation, and cost analysis.
Credits: 3
Prerequisites: PADM 400

PADM 408 - TOPICS IN POLICY MAKING
Content varies. Please select the red crn for a description of this course.
Credits: 3
Prerequisites: PADM 400

PADM 411 - POVERTY POLICY
This course focuses on the policy processes, historical context, and sociocultural issues surrounding antipoverty policy in the United States, including how poverty is defined and applied. In understanding poverty and antipoverty policy in the United States this course pays particular attention to issues of place, gender, and race.
Credits: 3
Prerequisites: PADM 400

PADM 413 - HUMAN RESOURCES DEVELOPMENT
Concepts, techniques, and public policies in human resources. Planning and public policy. Ongoing training and mobility within the organization. Affirmative action issues.
Credits: 3
Prerequisites: PADM 404

PADM 418 - EMERGING MANAGEMENT TECHNIQUES & THEORY
Analysis of major emerging change management techniques, such as, total quality management (TQM), re-engineering, productivity improvement, technological innovation, reinventing government.
Credits: 3
Prerequisites: PADM 400 and PADM 401
Course Notes: or instr. consent

PADM 419 - STRATEGIC PLANNING FOR PUBLIC ADMINISTRATION
This course provides an opportunity for students to integrate lessons from the disciplines of the program in an experience of organizational strategy and planning. The curriculum will draw on an understanding of business, marketing, communication, persuasion, and project management as students examine the planning process through readings and a series of experiential projects. The class will consider strategic planning processes of visioning, market analysis, capacity assessment, data gathering, dialogue, synthesis and assessment.
Credits: 3

PADM 421 - THE NONPROFIT SECTOR IN THE UNITED STATES
History and purpose of nonprofit organizations in the US. Scope and legal structure of nonprofit sector. Historical, political, economic, and sociological perspective on nonprofit organizations.
Credits: 3

PADM 422 - HUMAN RELATIONS IN NONPROFIT ORGANIZATIONS
Human resource management in nonprofit organizations including personnel and volunteer management, working effectively with a board of directors, and managing change.
Credits: 3

PADM 423 - PROGRAM EVALUATION FOR NONPROFIT ORGANIZATIONS
Examine key concepts, methods, and approaches in the field of evaluation research. Students are exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, advocacy, and business practices).
Credits: 3
Course Notes: Meets the service learning requirement.

PADM 424 - 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.
Credits: 3
PADM 447 - DIVERSITY AND CONFLICT RESOLUTION
Interpersonal relations, the nature of conflict, and methods of conflict transformation with a focus on community building. Mediation, arbitration, role playing, and language exploration.
Credits: 3
Course Notes: This course fulfills the service-learning requirement.

PADM 448 - LEADERSHIP IN PUBLIC ADMINISTRATION
Leadership in the public policy process, including models of leadership and public/private partnerships in local governance.
Credits: 3
Prerequisites: PADM 400

PADM 450 - HEALTH, ILLNESS, & MEDICINE IN AMERICAN SOCIETY
Sociopolitical analysis of the organization and delivery of health care in the US. Topics include the meaning of illness, the social transformation of medicine; the effects of class, race, and gender on disease; the medicalization of birth; AIDS; assisted suicide; health care reform; professional autonomy; alternatives to managed care.
Credits: 3

PADM 451 - INTRODUCTION 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.
Credits: 3

PADM 453 - MEDICAL ETHICS AND THE LAW
Administrative concerns regarding ethical and legal aspects of the delivery of health services. Extensive use of case studies.
Credits: 3

PADM 455 - MANAGED CARE & INTEG SERV NET
Managed care and integrated delivery systems as they affect health care delivery and policy. Management issues including contracting, compensation, provider behavior, authorization, and utilization systems. Provider and patient issues, particularly those related to Medicare, Medicaid, and behavioral health services including mental health, substance abuse, and chemical dependency.
Credits: 3

PADM 456 - ECONOMIC ISSUES HEALTH SERVICE MANAGEMENT
Economic theory as it applies to the delivery of health care services. Economic analysis of major health care problems. Topics include high and rapidly rising costs, inequality, and difficulties of access, and cross-cultural differentials in health care indices. Economic concepts and tools used to evaluate the hospital, pharmaceutical, and private insurance industries; the impact of technology on health; and the role of values in health care reform. Fulfills the economics requirement for students in the health services, nonprofit management, and administrative studies concentrations. (3)
Credits: 3

PADM 457 - PROBLEMS IN PUBLIC ADMINISTRATION: TOPICS IN HEALTH
Credits: 3
Prerequisites: PADM 451
Course Notes: or Instr. consent

PADM 458 - MARKETING HEALTH MANAGEMENT
Marketing process and strategy as they pertain to the current environment in health care. Application of concepts related to buyer behavior, marketing research, market segmentation, marketing mix, and sales.
Credits: 3

PADM 459 - LONG TERM CARE ADMINISTRATION
Principles of long-term care. Administrative requirements, licensing procedures, funding strategies and regulations, pertinent state and federal legal systems, preparation for state licensing examinations.
Credits: 3
Course Notes: or instr. consent

PADM 460 - ISSUES IN GOVERNMENTAL 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.
Credits: 3
Prerequisites: PADM 400

PADM 461 - GOVERNMENT MANAGEMENT
Management of local units of government from standpoint of city manager, township supervisor, school superintendent, or other chief executive officer. Day-to-day operational aspects of municipal administration; supervision of basic public services.
Credits: 3

PADM 462 - URBAN POLITICS
Problems of governing in urban areas; formal and informal structures and power bases of local government; conflicts and competition between racial and ethnic groups and between city and suburban areas. Application of political machine and community power models in case studies including studies of Chicago politics.
Credits: 3
Prerequisites: PADM 400

PADM 463 - URBAN POLICY
Policies and policy-making processes at all levels of government that shape the quality of life in metropolitan areas; relationship between political and market processes; class, gender, racial and regional consequences of different policies. (3)
Credits: 3

PADM 467 - GOVERNING METROPOLITAN AREAS
Study of regional governance issues in metropolitan areas including delivery of local government services that cross political boundaries.
Credits: 3
Prerequisites: PADM 400

PADM 469 - 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.
Credits: 3

PADM 470 - ECONOMICS OF PUBLIC POLICY
Seeking solutions to the problems of the world using basic economic principles and analysis. Exploring market interventions and shaping government actions to make society better off. Discussion, lectures, films, the Internet, and debates are utilized. Ideas of political candidates and policy pundits are examined. Topics can include Universal Health Care, Affordable Housing, Global Poverty, Pollution Control, Crime, Minimum Wage, the Maxwell Street Market, China, Alternatives Indicators, and Slavery.
Credits: 3

PADM 474 - MANAGED CARE
Credits: 3
PADM 475 - PROBLEMS IN PUBLIC ADMINISTRATION
Major problem areas in public administration including ethical considerations and political aspects of policy implementation.
Credits: 3

PADM 478 - IL STATE GOVERNMENT: POLITICS & GOVERNMENT
This course will examine the structure and operation of Illinois government, the relationship between state and local government (and education districts), Illinois' unusual version of home rule authority, and the historical antecedents to today's structure. Special focus will be on the working relationship and divisions of power between the General Assembly, the Governor, and other constitutional officers, including the auditor general. Readings on the current constitution, a field exercise where students will interview elected officials, guest lectures.
Credits: 3

PADM 490 - THESIS
Design, development, and execution of scholarly research project under supervision of a two-member thesis committee named by student with approval of advisor. Thesis entails original analysis and demonstrated knowledge of pertinent literature. Thesis students are permitted to reduce number of elective courses required for the MPA by one.
Credits: 3

PADM 490Y - THESIS COMPLETION
Credits: 0

PADM 491 - PRACTICUM IN HEALTH MANAGEMENT
Research and analytic project analyzing and proposing solutions for administrative and/or policy problems. To be taken in final semester. Students should register for the practicum in their appropriate concentration.
Credits: 3
Prerequisites: PADM 406
Course Notes: GPA 3.00 or higher. Take only final semester.

PADM 491Y - PRACTICUM IN HEALTH MANAGEMENT COMPLETION
Credits: 0

PADM 493 - PRACTICUM IN GOVERNMENT MANAGEMENT
Research and analytic project analyzing and proposing solutions for administrative and/or policy problems. To be taken in final semester. Students should register for the practicum in their appropriate concentration.
Credits: 3
Course Notes: GPA 3.00 or higher. Take only final semester.

PADM 493Y - PRACTICUM COMPLETION
Credits: 0

PADM 494 - PRACTICUM IN NONPROFIT MANAGEMENT
Research and analytic project analyzing and proposing solutions for administrative and/or policy problems. To be taken in final semester. Students should register for the practicum in their appropriate concentration.
Credits: 3
Course Notes: GPA 3.00 or higher. Take only final semester.

PADM 494Y - PRACTICUM IN NONPROFIT MANAGEMENT COMPLETION
Credits: 0

PADM 495 - INDEPENDENT STUDY
Individual project in concentration area pursued under supervision of an instructor.
Credits: 1-6

PADM 497 - CAPSTONE COURSE IN PUBLIC ADMINISTRATION
Application of the "real world" to the material and techniques acquired in previous MPA course work. Students apply public policy and management theories to leadership and managerial problems in a selected case.
Credits: 3
Course Notes: To be taken in final semester.

PADM 498 - FIELD INTERNSHIP IN PUBLIC ADMINISTRATION
Structured and supervised administrative internship in government or nonprofit agency. For students seeking practical administrative experience within their concentration area.
Credits: 6
Attributes: Transformational Service Learning
Course Notes: Instr. consent. Six courses in PADM.
REAL ESTATE (REES)

REES 401 - REAL ESTATE PROCESS
The class reviews real estate finance, law, management and development and is an introduction to all real estate classes. REES 401 and REES 411, Real Estate Finance and Investment, are required for the MSRE.
Credits: 3

REES 405 - URBAN LAND ECONOMICS
Economic theory is applied to planning and public policy questions including the economic functions of cities, location patterns in urban areas, real estate and urban housing, and economic development practices.
Credits: 3

REES 411 - REAL ESTATE FINANCE AND INVESTMENT
Real estate finance and investment tools for project evaluation, financing strategies and capital markets are covered. REES 411 and REES 401, Real Estate Process, are required for the MSRE.
Credits: 3
Prerequisites: REES 401
Course Notes: or REES 405 with advisor approval

REES 415 - REAL ESTATE VALUATION
Valuation of commercial real estate using the cost, market, and income approaches to value are presented and evaluated from a decision-maker's perspective. Professional ethics and standards of professional appraisal practice are extensively explored. Professional quality narrative appraisals using comparable sales, depreciated cost and discounted cash flow are reviewed and analyzed for adequacy and sufficiency. Additional topics studied include cost segregation, portfolio analysis, and litigation support techniques.
Credits: 3
Prerequisites: REES 411

REES 421 - REAL ESTATE LAW
Major legal concepts pertaining to acquisition, use, management, and transfer of real estate are examined. Particular attention is paid to property rights, contracts, and public controls, including zoning.
Credits: 3

REES 425 - REAL ESTATE LEASING
Various types of leasing explored with emphasis on legal effects and practical application to real estate situations.
Credits: 3

REES 431 - REAL ESTATE MANAGEMENT & MARKETING
Techniques of property management to meet the needs of tenants as well as the income goals of owners are covered. Marketing efforts are explored in discussions with real estate professionals.
Credits: 3
Prerequisites: REES 411

REES 441 - REAL ESTATE DESIGN & FEASIBILITY
Students are introduced to case studies of recently developed or under-construction projects to understand how architects and developers work together to coordinate design and financial feasibility issues.
Credits: 3
Prerequisites: REES 401
Course Notes: or REES 405 with advisor approval

REES 451 - PUBLIC/PRIVATE DEVELOPMENT
Students are introduced to the practice of Public/Private development including financing tools such as tax credits, tax increment districts, public bonding, brown field programs and public/private partnerships.
Credits: 3
Prerequisites: REES 411

REES 461 - PROJECT AND CONSTRUCTION MANAGEMENT
This class emphasizes the principals and practice of good project management with a specific focus on the property construction and development management process.
Credits: 3
Prerequisites: REES 401
Course Notes: or REES 405 with advisor approval

REES 481 - REAL ESTATE DEVELOPMENT
The class examines the development steps for different types of development and the roles of key participants. It includes participation in a real estate competition. Registration is by permission of instructors.
Credits: 3

REES 492 - PROFESSIONAL REAL ESTATE INTERNSHIP
A supervised learning experience at a business or non-profit site by arrangement with the internship coordinator and program director. Maximum of 3 credit hours can be applied to graduate business program.
Credits: 1-3
Attributes: Transformational Service Learning

REES 493 - SPECIAL TOPICS IN REAL ESTATE
A special topics class is offered annually. Recent topics have included impact of foreclosures on cities and “green” sustainable development. Upcoming topics have not yet been identified. Check class schedule for specific topics and prerequisites by clicking on the red five-digit CRN.
Credits: 3

REES 495 - INDEPENDENT STUDY IN REAL ESTATE
Intensive study of a real estate topic under the direction of a real estate faculty member. Project is selected by the student with approval of the supervising faculty member, school director, and dean.
Credits: 1-3
SOCIAL ENTREPRENEURSHIP (SENT)

SENT 405 - SOCIAL ENTREPRENEURSHIP I: CREATING THE VISION
This course is for students who will found or lead businesses that also have a social mission, or will advise or work with social entrepreneurs, as they seek to jointly create social and business value. It is the goal of this course to prepare students to lead companies that have embedded social missions and to engage various stakeholders that are at the nexus of business and social value. Cross-listed with MGMT 405.
Credits: 3

SENT 406 - SOCIAL ENTREPRENEURSHIP II: IMPLEMENTATION
In Social Entrepreneurship II, we actually become social entrepreneurs by studying the everyday structural, legal and financial challenges associated with launching a business enterprise in its efforts to create social impact. Students will take their business model from Social Entrepreneurship I, and further develop it by performing additional market research, prototyping and practicing continuous investor initiatives.
Students will work through issues of market analysis, technology viability assessment, competitive positioning, team building, product life cycle planning, marketing strategy and financing, with a major emphasis on learning how to attract investment capital.
Credits: 3
Prerequisites: SENT 405 or MGMT 405
SOCILOGY (SOC)

SOC 401 - FOUNDATIONS IN SOCIOLOGY
Course designed primarily for first year graduate students. Introduction of sociological theories, and debates. Students are introduced to aspects of graduate and professional careers and members of the graduate faculty and their research and interests.
Credits: 3

SOC 402 - URBAN STUDIES SEMINAR
Contemporary urban problems, including police, housing, racial discrimination, fiscal crisis, employment, and public services in the metropolis. Analysis of leading central city problems and critique of leading academic theories.
Credits: 3

SOC 403 - DEVELOPMENT OF SOCIOLOGY
Development of classical perspectives within sociology. Karl Marx, Max Weber, Emile Durkheim and others.
Credits: 3

SOC 404 - CONTEMPORARY SOCIAL THEORIES
Main schools and tendencies of 20th-century sociology. Topics may include the Chicago School, symbolic interactionism, functionalism, conflict theory, exchange theory, phenomenological sociology, ethnomethodology, and critical theory.
Credits: 3

SOC 405 - QUANTITATIVE METHODS
Fundamentals of descriptive and inferential statistical analysis; computer applications that support the presentation and analysis of quantitative data.
Credits: 3

SOC 406 - SEMINAR IN SOCIAL THEORY
Advanced seminar covering issues of current interest in social theory. Topics vary by semester and by instructor.
Credits: 3

SOC 408 - QUALITATIVE METHODS
In depth introduction to forms of qualitative research. Focus on field research, interviews, oral histories, and participant observation. Additional focus on content analysis and internet research.
Credits: 3

SOC 409 - SPECIAL TOPIC GRADUATE SEMINAR
Special topics course in sociology. Topic vary based on expertise of faculty member.
Credits: 3

SOC 411 - CULTURE & POLITICS IN LATIN AMERICA
Investigation of social, cultural, and political patterns and processes; focus on indigenous peoples in national and global contexts. Topics may include how "Indians" were incorporated in nationalist projects, indigenous uses of coca and problems posed by the cocaine trade, commodification of native crafts, and indigenous rights and social movements.
Credits: 3

SOC 414 - GLOBALIZATION, SOCIETY, & 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 414. (3)
Credits: 3
Course Notes: or six hrs. in social science.

SOC 417 - RACE & THE CITY
Course examines how urban space takes on racialized meanings, how race serves as an organizing principle within cities, and the relationship between race, place, and power. Topics include: politics of Chicago neighborhoods, race in a post-civil rights era, functions of housing markets and other institutions in protecting privilege and power. Finally, using race as an analytical tool, we explore how the city is experienced and imagined differently when using race as our lens.
Credits: 3

SOC 418 - SOCIAL CHANGE
Since the 1970s a new form of 'neoliberal' capitalism has emerged. Neoliberalism rode in on attacks against 'big government' and 'special interests', accompanied by promises of economic growth and greater efficiency. In practice, neoliberalism has failed to deliver on these promises. Everywhere it has been implemented, neoliberalism has produced mounting inequality and increasing insecurity for the vast majority. Rather than reducing the size of government, neoliberalism has shifted the weight of government from social programs benefitting poor and working people to massive subsidies for the wealthy, the military-industrial complex, and the prison-industrial complex. This course examines the rise of neoliberalism, its contradictions, and its current crisis. In response to the constant refrain that 'there is no alternative', the course also explores alternatives to neoliberalism in the form of economic democracy and worker self-managed enterprises.
Credits: 3

SOC 419 - LATINO URBAN EXPERIENCE
This course focuses on the contemporary urban experience of Latinos, particularly the contributions they make to U.S. society and the challenges they face. Topics include the impact of globalization on immigration and labor markets, gentrification of Latino neighborhoods, the rise of the Latino middle class, and immigration policy, etc.
Credits: 3

SOC 420 - THE 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.
Credits: 3

SOC 421 - EDUCATION AND GENDER
Course explores multiple and complex relationships of gender and education, in both the US and in Third World communities. Topics include; feminist theory and pedagogies; historical perspectives on educating women; controversies and contested theories about gender and education; systems of representation that serve both to emancipate and subordinate women; stratification in schools; and ways to empower ourselves and our students through education.
Credits: 3
SOC 422 - SOCIOLOGY OF RELIGION
The institution of religion in American life. Major historical incidents; currently popular religions; how religion interacts with other elements in society.
Credits: 3

SOC 424 - BLACK & WHITE RACIAL IDENTITY
Racial identity in the construction of one's sense of self, belonging, and intergroup relations; interdisciplinary approach to understanding the nature of "blackness" and "whiteness"; how identities structure relationships with others and ourselves.
Credits: 3

SOC 425 - EDUCATION AND SOCIETY
Social factors involved in educational processes within US society. The interaction of educational institutions with various cultural, economic, and social factors.
Credits: 3

SOC 426 - RACE, GENDER & THE MASS MEDIA
Relationship between U.S. media and social construction of race and gender; media's role in perpetuating/challenging gender and racial stereotypes; perceptions and reaction to representations; critical consumption of media images/messages pertaining to disenfranchised groups.
Credits: 3

SOC 427 - RACE & 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.
Credits: 3

SOC 428 - EDUCATION AND GENDER
Course explores multiple and complex relationships of gender and education, in both the US and in Third World communities. Topics include: feminist theory and pedagogies; historical perspectives on educating women; controversies and contested theories about gender and education; systems of representation that serve both to emancipate and subordinate women; stratification in schools; and ways to empower ourselves and our students through education.
Credits: 3

SOC 429 - WHITENESS IN A GLOBAL SOCIETY
Course addresses the history, economics, politics and social construction of whiteness. Specific focus on three white deep-settler countries (countries that whites colonized, controlled, and stayed for generations): U.S., Australia and South Africa. These three countries share many similarities and by examining the differences we can develop a sophisticated understanding of the (re)production of white privilege, white power and the continuation of white supremacy world-wide.
Credits: 3
Attributes: International Studies, Social Science, Travel Based Study

SOC 430 - SOCIOLOGY OF MENTAL HEALTH/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.
Credits: 3

SOC 431 - CRIMINOLOGY
Social processes and criminal behavior; theories of crime; social factors and causes of crime; law enforcement and the judicial process; corrections; prevention of crime.
Credits: 3

SOC 432 - SEMINAR IN EVALUATION RESEARCH
Techniques of evaluation research applied to analysis of particular social programs. Discussion of steps in evaluation research process, data-gathering techniques, and methods of analysis and interpretation.
Credits: 3

SOC 434 - SOCIOLOGY OF MENTAL DISORDERS
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.
Credits: 3

SOC 435 - SOCIOLOGY OF MENTAL HEALTH
Mental disorders as major social problems; concept of mental illness in popular understanding, psychiatry, and social sciences; cultural, social-psychological and sociological theories development of mental disorders; empirical studies of cultural variation and social variables mental disorders; social aspects of patient career; social prevention of mental disorders.
Credits: 3

SOC 440 - GENDER AND SOCIETY
The social construction of gender definitions; focus on how gender roles in the family, media, and work place are constructed.
Credits: 3

SOC 441 - GLOBAL CHICAGO
Course explores the various forces shaping Chicago in the era of globalization and what this entails for the built environment, social policy and people's everyday experience of the city. Central themes include: changes in urban economic development and labor markets, global city building, urban development and gentrification, public and affordable housing policies, new strategies of policing and surveillance, Green practices and environmental policy, immigration, and challenges confronting the education system.
Credits: 3

SOC 442 - GLOBAL RACE
Course centers on the origins, discourse and outcomes of racialization processes on a global level. Students learn the specific processes of racialization by researching at least one non-North American country. Racialization will be understood at the intersection of gender, sexuality, citizenship, class and religion. Course has five sections: theorizing race; origins of racializing humanity (from egyptian slavery to the Enlightenment); modern theories of race (from Eugenics to racial formation theory); colonization and slavery (development of racialized capitalism); and Europeans and the development of whiteness.
Credits: 3
SOC 443 - GENDER BASED VIOLENCE
Course examines the myriad of root causes of gender-based violence, nationally and internationally. Topics include the gendered nature of violence in US social institutions such as education, the economy, and the health care system, and in "Third World" contexts including cultural traditions and war. This course also focuses on the social constructions of masculinity and how far from being solely a "women's issue", it will examine how violence that targets women and girls threatens the healthy development of all human beings.
Credits: 3
Prerequisites: SOC 101
Course Notes: SOC 340 recommended.

SOC 444 - SOCIOLOGY OF GLOBALIZATION
Course explores the ways in which global economic, political and cultural forms operate at local, national, regional and global levels are transforming social life. Course examines: changing role of the nation-state, restructuring of glabal labor markets, economic development, media/cultural forms, and immigration and transnational identities. Course also focuses on social actors involved in shaping globalization including corporations, transnational political and financial organizations, non-governmental organizations and grassroots social justice movements. Study of actors resisting neoliberalism and top-down, while suggesting an alternative conception of globalization grounded in indigenous, gender, labor and environmental social justice, with a special focus on Latin America.
Credits: 3

SOC 446 - COMMUNITY ORGANIZING
Examination of community organizing theories and approaches. Focuses on cases studies and hands on experience.
Credits: 3
Course Notes: 3 SH in social science.

SOC 450 - SOCIOLOGY OF CULTURE
Theory and method in the sociology of culture; topics may include high culture and popular culture, modernism and postmodernism, the politics of mass media, and the role of religion in contemporary societies.
Credits: 3

SOC 451 - PRISON INDUSTRIAL COMPLEX
This course will examine the growth of mass incarceration in the United States since 1980. The factors behind the rapid growth of the prison system, such as the War on Drugs, will be examined, along with the role of powerful private sector interests that are heavily invested in the growth of the prison system.
Credits: 3

SOC 453 - SOCIOLOGY OF HEALTH, ILLNESS, & MEDICINE
Comparative perspective on the organization and delivery of health care; topics include the meaning of illness; social epidemiology and disease causation; mortality and morbidity; incidence and prevalence of acute and chronic illnesses and diseases; medicalization of everyday life events and illnesses; alternatives to allopathic & Western medicine; medical education and the transformation of medicine into a profession with unparalleled power and authority; and health disparities associated with class, race, gender, age and disabilities.
Credits: 3

SOC 454 - GENDER, POWER, & THE BODY
Interrogates the social and cultural significance of the body and the relationship of embodiment to self-identity, empowerment, and oppression. Materialist, social constructionist, and post-modernist critiques of social and political efforts to discipline the body, as well as resistance to these efforts are explored. Core themes will vary by semester but may include: intimate partner violence, reproductive liberty, biopolitics, sexuality, postcolonial feminism, otherness, and feminist epistemology.
Credits: 3

SOC 455 - URBAN INEQUALITY & SOCIAL JUSTICE
The ways in which cities are produced not only structure the built environment, but they also shape opportunity and access to resources. With this conceptualization of urbanization as our starting point, this class will focus on housing as a key urban form expressing social power relations. Topics include, but are not limited to: gentrification, homelessness and social disorder politics, senior citizen housing, the housing needs of single mothers, urban education and the rise of charter schools, and policing and surveillance of neighborhoods.
Credits: 3

SOC 456 - SOCIAL JUSTICE INSTITUTE
This course offers students the unprecedented opportunity to explore ideas about justice with a variety of scholars and activists. Students will investigate contemporary issues of social justice in both theory and practice. The course is a participatory, discussion-based class that will entail active involvement.
Credits: 3
Course Notes: or instructor consent.

SOC 457 - SPECIAL TOPICS IN SOCIAL JUSTICE
Exploration of a social justice issues(s) from a sociological perspective. Course content varies but recent topics have included: Restorative Justice and Urban Inequality and Social Justice. Click on red highlighted number on Course Schedule for specific descriptions.
Credits: 3

SOC 460 - THE BODY
This seminar interrogates the social and cultural significance of the body and the relationship of embodiment to self-identity, empowerment, and oppression. Materialist, social constructionist, and post-modernist critiques of social, political, medical, and religious efforts to discipline the body, as well as resistance to these efforts are explored. Core themes will vary by semester but may include: patriarchy, power, difference, heteronormativity, gendered and racialized identities, contraception, abortion, infertility, kinship and relatedness, assisted, and third party reproduction, reproductive justice, medical evangelism, intimate partner violence, sexualities, postcolonial feminism, and feminist epistemology.
Credits: 3

SOC 461 - IMMIGRATION PATTERNS & POLICY
Course provides insight into current debates about immigration, by situating contemporary migratory processes within broader historic and political economic contexts. Focus is on how immigration patterns, policies that aim to control immigration, and discourses about immigrants relate to economic demands, notions of nation and citizenship, and social organization and cultural values prevalent among migrants and in U.S. society. Course materials will focus on Mexico-U.S. migration, though other cases will also be considered.
Credits: 3
SOC 467 - SOCIAL MOVEMENTS
Central analytical problems in the study of social movements; dynamics and significance of social movements in contemporary US politics and society.
Credits: 3

SOC 471 - APPR TO PROGRAM EVALUATION
The purpose of this course is to provide students with the conceptual frameworks, vocabulary and methods of program evaluation, enabling students to become better evaluators and consumers of evaluation research and reports. This course is one of the four courses required for the Certificate in Program Evaluation (CiPE). The CiPE certificate is designed to provide individuals with marketable skills in conducting and interpreting program evaluations.
Credits: 3

SOC 472 - QUANTITATIVE ASPECTS OF PROGRAM EVALUATION
Part of the Sociology Department's Certificate in Program Evaluation. The use of statistics tends to intimidate many people, however, possessing an understanding of basic statistics is critical to interpreting and using social science and evaluation research. This course is designed as an introductory survey of basic statistical tools, including: (1) variables, (2) measures of central tendency, (3) variance, (4) t-test, (5) chi-square, (6) ANOVA, (7) correlations, and (8) simple regression. This course is designed for students that possess little or no background in statistics. The primary goal of this course is to develop students’ basic understanding of descriptive and inferential statistics that are utilized in evaluation research. While students may not become expert in these statistical methods after just one course, they will become informed consumers of statistical data. Students will also understand the basics of statistical discourse and gain an understanding of both SPSS and Excel that will be used in running statistical tests.
Credits: 3

SOC 473 - QUALITATIVE ASPECTS OF PROGRAM EVALUATION
The purpose of this course is to introduce students to the field of qualitative inquiry and it use in applied research settings. The principle focus of the course will be in using qualitative inquiry methods in the evaluation of programs; however, qualitative inquiry as research will also be covered.
Credits: 3

SOC 474 - PRACTICUM IN PROGRAM EVALUATION
The practicum in program evaluation is made up of two parts. The first part is devoted to the art and science of grant writing. The ability to produce grants that can be used to support your evaluation work is essential. The second part of the practicum provides students with hands on experience to apply skills learned in the classroom by working with Roosevelt University faculty. Roosevelt faculty has been involved in a range of large and small scale evaluations.
Credits: 3

SOC 480 - SEMINAR: RESEARCH METHODS
Theoretical concepts and methodology applied to various social phenomena. Presentation and critique of student-designed research projects.
Credits: 3

SOC 481 - SPECIAL TOPIC
Course content varies. All topics will relate to sociology, Prereq varies; specific prerequisite will be listed in the class schedule.
Credits: 3

SOC 482 - SPECIAL TOPIC
Course content varies. All topics will relate to sociology, Prereq varies; specific prerequisite will be listed in the class schedule.
Credits: 3

SOC 486 - APPLIED SOCIAL STATISTICS
This course introduces the basic concepts of statistics and statistical methods and their usefulness in a wide variety of real-world applications. Emphasis is placed on formulating questions of interest, choosing appropriate statistical techniques, verifying the assumptions behind the techniques, drawing proper conclusions from the analysis, and communicating results. Students will be introduced to a statistical software package (e.g., SPSS, SAS/STAT or a similar data management and analysis package), which will be used to manipulate small data sets.
Credits: 3
Prerequisites: SOC 480

SOC 490 - THESIS
Credits: 1-6

SOC 490Y - MASTERS THESIS COMPLETION
BY ARRANGEMENT WITH FACULTY.
Credits: 0
Course Notes: BY ARRANGEMENT WITH FACULTY.

SOC 491 - EXPERIENTIAL RESEARCH AND LEARNING
Completion of creation, participation, and analysis of an emancipatory research or experiential project focused around or relevant to a contemporary sociological issue, question, or debate. Project may develop as either an activist research or experiential learning project (internship, study abroad, or service learning). Subject area broad to provide students with the opportunity to select a topic, issue, or debate that engages their interests and emboldens them to make or contribute to social change.
Credits: 6

SOC 491Y - EXPERIENTIAL RESEARCH & LEARNING COMPLETION
Completion of creation, participation, and analysis of an emancipatory research or experiential project focused around or relevant to a contemporary sociological issue, question, or debate. Project may develop as either an activist research or experiential learning project (internship, study abroad, or service learning). Subject area broad to provide students with the opportunity to select a topic, issue, or debate that engages their interests and emboldens them to make or contribute to social change.
Credits: 0
Prerequisites: SOC 491

SOC 492 - RESEARCH AND WRITING PROJECT
Completion of a substantial research project required for the degree. Requires ability to conceptualize and conduct independent and advanced research, analysis, and writing. Project may involve analysis of contemporaneous social issue, debate, or field of study. Topic to be developed by student in consultation with fulltime faculty committee or program advisor.
Credits: 3

SOC 494 - INTERNSHIP
Internship with a local organization involving sociological study. An internship requires working the equivalent of 8 hours/week (10 hours summer) for a total of at least 120 hours at the site of the selected organization. Students will meet the internship requirements of the department (e.g., journal, final paper). Offered in conjunction with faculty advisor, by faculty consent, and requires an advanced signed contract.
Credits: 3
Course Notes: Consent from Sociology Faculty.
SOC 495 - INDEPENDENT STUDY
Pursuit of individually selected topics. Topic may not be part of regular curriculum; student must demonstrate significant interest and preparation for study.
Credits: 1-6
Course Notes: Instructor Consent

SOC 497 - ADVANCED URBAN POLICY ISSUES
Theoretical approach to urban issues. Specific discussion of local communities and community organizations, crime and delinquency, segregation and poverty.
Credits: 3

SOC 498 - TEACHING APPRENTICESHIP
The Teaching Apprenticeship is designed to give students interested in teaching an opportunity to understand sociology pedagogy and gain practical experience in an undergraduate sociology course. Students will work closely with a faculty mentor in one of the faculty's undergraduate courses to gain insight into the teaching process. Students are expected to participate in a range of activities specific to course preparation and instruction including (but not limited to): attend classes, deliver lectures or lead discussion sessions, create and assess evaluation activities, prepare a syllabus, and write a statement of teaching philosophy based on sociology pedagogy readings.
Credits: 3
Course Notes: Completion of 18 credit hours and good standing, in the MA Program., Course arranged with Faculty Member.
SPEECH (SPCH)

SPCH 453 - BUSINESS & PROFESSIONAL SPEAKING
Advanced public speaking, interviewing, and presentation techniques adapted to problems and needs of business and other professions. Credits: 3
TEACHING & LEARNING (TLRN)

TLRN 433 - ASSESSING STUDENT LEARNING
Various approaches to the assessment of student learning. Application, analysis, and interpretation of assessment results. The use of results to provide feedback to diverse learners and parents, and improve curriculum, instruction, and learning. Development, implementation, and evaluation of assessment tools and models.

Credits: 3

Course Notes: Approval of Program Director Required.

TLRN 434 - SPECIAL TOPICS: INTRODUCTION TO NATIONAL BOARD CERTIFICATION
Explores how to submit artifacts and documents for National Board Certification. Reviews the theories and practices needed for National Board Certification and provides support for the development and submission of all materials.

Credits: 3

TLRN 435 - LEADERSHIP IN PROFESSIONAL DEVELOPMENT
Preparation for leadership roles in schools and districts. Various strategies for promoting teachers' growth. Analysis of school cultures, inservice workshop models, informal staff development activities, classroom observation, and approaches to supervision for working with both experienced teachers and pre-service education students.

Credits: 3

TLRN 436 - RETHINKING THE CURRICULUM
Curriculum theory and its practical application; analysis of curriculum including instruction; limitations and variations of possible and existing designs. Teachers as curriculum-makers and catalysts for change.

Credits: 3

TLRN 438 - ADVANCED FRAMEWORKS FOR TEACHING DIVERSE LEARNERS
Characteristics of diverse learners. Emotional, physical, psychological, and socio-cultural factors that impact learners, learning, and classroom environment. Techniques for developing effective classroom environments that enhance career goals and learning through service. Strategies for enhancing school and classroom climate in collaboration with families and the community.

Credits: 3

TLRN 440 - POSITIVE DISCIPLINE IN THE CLASSROOM
Examination of where and why student behavior problems exist. Cooperative learning as well as other teaching strategies to enable teachers and students to build a community of learners who want to be responsible for their own behavior.

Credits: 3

TLRN 443 - ACCOMPLISHED TEACHING FOR NATIONAL BOARD CERTIFICATION
Introduction to the five core propositions of the National Board of Professional Teaching Standards. Collaboration with other teachers and exploration of a variety of texts and other resources to identify areas for personal and professional growth in line with the standards. Upon completion, teachers will have an action plan which may include continuing the process of National Board Certification.

Credits: 3

TLRN 444 - BECOMING A MASTER TEACHER: I
Teachers will learn how to best examine their own performance through analysis and reflection and how to record this in writing. The focus will be on the first of the five NBPTS core propositions: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING. Students will videotape their own teaching, and submit video(s) to the instructor and class.

Credits: 3

TLRN 445 - BECOMING A MASTER TEACHER: II
Teachers are supported as they engage in continuous analysis of student work, instructional practice and adaptive decision making through video taped lessons and the documentation of student performance. The lenses for analysis are the second and third of the five NBPTS core propositions: TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS and TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING. Activities focus on planning and the assessment of student learning.

Credits: 3

Attributes: Transformational Service Learning

TLRN 446 - BECOMING A MASTER TEACHER: III
This course involves the study of content area knowledge related to the specific certification that is sought by each NBPTS candidate. It also focuses on the implementation of instruction with an emphasis on communication and complexity of instructional content. Teachers examine their teaching through the critical lenses of the fourth and fifth of the five NBPTS propositions: TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE and TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES.

Credits: 3

TLRN 480 - INQUIRY IN THE CLASSROOM
Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice.

Credits: 3

TLRN 495 - INDEPENDENT STUDY

Credits: 1-6
THEATRE CONSERVATORY
(THAR)

THAR 400 - SPECIAL PROBLEMS IN THEATRICAL PRODUCTION I
Advanced study in lighting, sound, and makeup design for the stage.
Focus on analysis, practical application, theatre safety, and innovative
techniques and materials. Open to Fast Track students only. (4)
Credits: 4
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 401 - PROBLEMS IN THEATRICAL PRODUCTION II
Advanced study in sets, prop, and costume design for the stage.
Focus on analysis, practical application, theatre safety, and innovative
techniques and materials. Open to Fast Track students only. (4)
Credits: 4
Attributes: Humanities
Course Notes: FAST TRACK SUMMER STUDENTS ONLY

THAR 402 - DRAMATURY & PRODUCTION PREPERATION
Script selection and analysis, dramatic theory, dramaturgy, and other
prerehearsal considerations of the text. Open to Fast Track students only.
(4)
Credits: 4
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 406 - STAGE MOVEMENT AND COMBAT
Advanced study in the application of stage movement, stage combat, and
choreography for the high school dramatics teacher. Open to Fast Track
students only.
Credits: 3
Attributes: Humanities
Course Notes: FAST TRACK SUMMER STUDENTS ONLY

THAR 407 - VOICE AND BODY TRAINING
Advanced study of teaching voice and body training to young actors.
Survey of techniques and applications. Open to Fast Track students only.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 408 - PERIOD STYLES
The study of theatrical styles for the director; emphasis on actor training,
research, and interpretation. Selections from period plays from the
Greeks to Shaw. Open to Fast Track students only.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 411 - STAGE DIRECTION: LITERARY ADAPTATION
Techniques of stage direction focused on the director as literary adapter
of nondramatic texts. Material appropriate for high school dramatics
teachers. Open to Fast Track students only.
Credits: 3
Attributes: Humanities
Course Notes: FAST TRACK SUMMER STUDENTS ONLY.

THAR 448 - STAGE DIRECTING I
Introduction to craft of stage direction through lectures, discussions, play
analysis, and presentation of short scenes.
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 449 - STAGE DIRECTING II
Direction of one-act play; entire process from script analysis and
production conceptualization to public performance. (3)
Credits: 3
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 490 - THESIS
Culminating project for MA degree in theatre, except for the Fast Track
MA in directing.
Credits: 1-6
Attributes: Humanities
Course Notes: THAR or MUST majors only

THAR 494 - THESIS PRODUCTION/PROJECT
Culminating project for MFA degrees in theatre and for the MA Fast
Track in directing. See information regarding additional hours required in
outline of each degree program.
Credits: 1-6
Attributes: Humanities
Course Notes: THAR or MUST majors only
TRAINING & DEVELOPMENT (TRDV)

TRDV 400 - INTRODUCTION TO TRAINING & DEVELOPMENT
Roles and skills of the training and development professional. Contribution of training and development to an organization's goals; understanding the training and development industry; and resources available to those in the profession.
Credits: 3

TRDV 411 - INSTRUCTIONAL METHODS & DELIVERY
An in-depth look at teaching techniques and learning principles used when developing and delivering training programs and choosing media delivery systems. Both classroom-based and electronic instructional methods will be covered.
Credits: 3

TRDV 420 - CAREER DEVELOPMENT
Various components of career development systems and their impact on the individual and the organization. The changing role of human resource development and how career management fits into a strategically planned system.
Credits: 3

TRDV 421 - PRESENTATION DESIGN AND DELIVERY
Draws on research and best practices from communication, learning, and visual/media design. Focus on organizational presentations for both internal and external audiences. Design, development, and delivery of a presentation for a group.
Credits: 3

TRDV 422 - ADULT LEARNING THEORY AND APPLICATION
Developmental and psychological theories of adult learning and motivation to learn. Explores how generational differences influence learning; applies theories to instructional design, development, and delivery.
Credits: 3

TRDV 423 - TEAM BUILDING AND LEADERSHIP
Processes critical to team performance including interpersonal and managerial communication, problem solving, and conflict resolution. Dynamics of leadership as they relate to team performance.
Credits: 3
Course Notes: Available to 'Transitions' program students.

TRDV 424 - CONSULTING TOOLS & TECHNIQUES
Specific skills and competencies needed to serve as an internal or external consultant. Includes interpersonal and communication skills developing a proposal for a consulting project and positioning oneself as a consultant.
Credits: 3

TRDV 425 - PROJECT MANAGEMENT
Definition, planning, and management of training-related projects. Skills to calculate a project's return on investment to the organization. Creation of a request for proposal, development of a proposal response, and creation of a business case.
Credits: 3

TRDV 426 - ORGANIZATIONAL COMMUNICATION
Communication practice and theory as they relate to the training and organization development function. Critical analysis and practical application of theoretical concepts to work-based problems. Overcoming both internal and external communication issues that may affect the design and delivery of learning interventions.
Credits: 3

TRDV 427 - ORGANIZATION ANALYSIS & DESIGN
Assessing the processes and practices inherent in analyzing and designing an organization for optimal performance. Guiding an organization design effort from problem definition and analysis to design and evaluation using an action research approach.
Credits: 3

TRDV 428 - WORKPLACE DIVERSITY
Students learn to recognize diverse points of view and understand ways in which a diverse workplace enhances organizational growth. Explores the role of training and development in supporting workplace diversity.
Credits: 3
Course Notes: Available to 'Transitions' program students.

TRDV 429 - PROGRAM PLANNING & DEVELOPMENT
Major paradigms in curriculum and their theoretical orientations and practical implications for designing and evaluating curriculum and instruction. Strategies for designing curriculum frameworks for instructor-led, blended learning, and e-learning delivered programs.
Credits: 3
Prerequisites: TRDV 451 TRDV 400

TRDV 431 - GLOBAL TRAINING
How to succeed in a global environment by understanding issues of importance to workers in cultures other than one's own. Models of intercultural behavior and training; research on intercultural training and development competencies.
Credits: 3
Prerequisites: TRDV 400

TRDV 432 - ORGANIZATIONAL LEARNING STRATEGIES
Key business considerations when developing an e-learning strategy; emphasis on creating value for organizations. Critical exploration of current theories, conceptual models, practices, trends, and issues in the digital delivery of organizational learning including the selection of learning management systems, blended solutions, knowledge management, performance support, and outsourcing.
Credits: 3
Prerequisites: TRDV 400 and TRDV 451

TRDV 433 - MANAGING ORGANIZATIONAL CHANGE
Terminology, methods, and trends in organizational change; theory and application to organizational issues. The change agent's use of diagnostic skills and selecting appropriate change methods.
Credits: 3

TRDV 434 - EVALUATION RESEARCH
Key principles of research methodology and their application to training evaluation. Quantitative and qualitative tools and techniques to assess the impact of training and organization development interventions on organizational outcomes. Includes an examination of ROI formulas and strategies.
Credits: 3
Prerequisites: TRDV 400
TRDV 435 - ORGANIZATION DEVELOPMENT
Key theories and practices in organization development that lead to improved organization effectiveness. Principles of organization structure, assessment practices, interventions, employee involvement, work design, and organization transformation.
Credits: 3
Course Notes: Available to ‘Transitions’ program students.

TRDV 436 - PROFESSIONAL WRITING SKILLS
Credits: 3

TRDV 437 - CREATIVITY IN THE WORKPLACE
Strategies for solving problems in the workplace. Expanding one's point of view, examining other perspectives, and identifying options and consequences in the formulation of solutions.
Credits: 3

TRDV 438 - BLENDED LEARNING SOLUTIONS
Instructional and organizational considerations in determining the most appropriate use of technology for designing blended learning solutions that maximize learning experiences and performance outcomes. Optimal blends of formal learning events and informal learning enhancements employing synchronous, asynchronous, and self-paced learning technologies.
Credits: 3
Prerequisites: TRDV 450
Course Notes: TRDV 400, TRDV 450

TRDV 439 - E-LEARNING COURSE AUTHORING-1
Design, development, and evaluation of self-paced e-learning applications. Application of instructional strategies to storyboarding, course development, and evaluative approaches. Key human factors such as considerations for interface design and usability testing. Exploration and comparison of software tools for creating storyboards and critique of e-learning courseware. Creation and presentation of an Instructional Design Plan (IDP) and detailed storyboards for a self-paced e-learning prototype.
Credits: 3
Prerequisites: TRDV 400 and TRDV 450 and TRDV 451

TRDV 441 - HUMAN PERFORMANCE IMPROVEMENT
Credits: 3

TRDV 445 - EXECUTIVE COACHING
How to promote, design, and implement coaching and mentoring programs for individual, team, and organizational improvement. How to align coaching and mentoring programs with other performance interventions. Models of organizational mentoring are presented, along with theoretical and applied research. Considerations are offered for single- and multiple-location organizations, whether domestic or international, focusing on technology-based communication. Key assessment instruments for individuals, teams, and organizations are explored.
Credits: 3

TRDV 450 - LEARNING TECHNOLOGIES
Technological approaches applied to training delivery including classroom technology uses, electronic job aids, performance support systems, self-paced tutorials, instructional games and simulations, decision support and expert systems, mobile and wireless applications, learning content management systems, asynchronous and synchronous delivery, and virtual reality. Industry vendors who produce e-learning tools and platforms.
Credits: 3

TRDV 451 - INSTRUCTIONAL SYSTEMS DESIGN-1
Theoretical foundations and practical applications of systems models for the design of instruction as a performance intervention. Strategies for identifying a training problem and application of principles of learning and systematic instruction design using an instructional systems design model. Exploration of strategies and best practices for producing targeted, cost-effective, face-to-face instruction aligned with organizational goals and non-instructional interventions. Students conduct an instructional design project—focusing on the analysis and design phases—over the duration of the course, producing a detailed Instructional Design Plan (IDP).
Credits: 3
Prerequisites: TRDV 400

TRDV 452 - DESIGNING AND FACILITATING FOR THE VIRTUAL CLASSROOM
Examination of Web-based solutions for both synchronous instructional and informational delivery. Focus on large group learning, but small group and one-on-one learning technologies are also considered. Review of current research on synchronous e-learning. Design, development, and delivery of a synchronous instructional session for a group.
Credits: 3
Prerequisites: TRDV 400 and TRDV 450

TRDV 453 - E-LEARNING COURSE AUTHORING-2
Credits: 3
Prerequisites: TRDV 400 and TRDV 439 and TRDV 450 and TRDV 451

TRDV 455 - FACILITATION SKILLS
In this highly interactive course, participants will learn to use facilitative skills in their roles as workplace learning professionals. Students will develop skill in setting ground rules, applying communication strategies, and diagnosing and intervening barriers to positive facilitation.
Credits: 3
Prerequisites: TRDV 451

TRDV 456 - INSTRUCTIONAL SYSTEMS DESIGN-2
Building upon the knowledge and skills garnered in Instructional Systems Design-1, students continue an instructional design project—focusing on the development, implementation, and evaluation/implementation phases—over the duration of the course, producing an Instructor’s Guide and all materials required to deliver a face-to-face instructional session. Students learn to adjust instructional projects based on timeframe and budget. Emphasis is placed on designing instruction that results in transfer of skills to the workplace or other target setting.
Credits: 3
Prerequisites: TRDV 451
TRDV 480 - SPECIAL TOPICS
This course addresses special or current topics in the training and development field. It allows students and faculty to work on a current and what may be a one-time issue. It is also used for unique work/study situations related to internships and opportunities to combine work and study to create an output beneficial to the training and development field.
Credits: 3
Prerequisites: TRDV 400

TRDV 491 - MASTERS PAPER
Credits: 3
Course Notes: All Required Courses

TRDV 495 - INDEPENDENT STUDY
Credits: 1-3

TRDV 499 - PROFESSIONAL PORTFOLIO
Students will apply focused research skills to develop a professional portfolio that links training and development theories/models/principles to showcase their learning and its application during their program of study.
Credits: 3
Prerequisites: TRDV 400 and TRDV 434
Course Notes: To be completed in the final semester of study; requires completion of all core classes.

TRDV 499Y - MASTER PAPER/PROJECT COMPLETION
Credits: 0

TRDV 501 - ONLINE TEACHING THEORY AND APPLICATION
Pedagogical concepts in online course design and instruction: focus on student-centered online teaching. Creation of a detailed syllabus for an online course.
Credits: 3

TRDV 502 - TECHNOLOGY FOR ONLINE TEACHING
Tools for asynchronous and synchronous course design and delivery. Includes the exploration of Web 2.0 techniques such as podcasting and social networking. Hands-on practice in utilizing various technologies.
Credits: 3

TRDV 509 - SEMINAR AND PRACTICE IN ONLINE TEACHING
Supervised observation and experience in online teaching. Observation in 'live' RU Online courses. Practice in facilitating online learning. Seminar discussions on usage of empirically validated best practices in online teaching.
Credits: 3
WRITING (WRTG)

WRTG 467 - TEACHING WRITING: THEORY & PRACTICE
This course explores the theory and practice of writing instruction in secondary and post-secondary educational settings, with a special emphasis on the political implications of the choices that teachers make in the writing classroom. Students will explore pedagogies, interview writing teachers, develop assignments, and conduct independent research toward the creation of a personal teaching philosophy.
Credits: 3
Course Notes: Counts toward Credential in Teaching of Writing.
## INDEX

### A

| Academic Communities of Practice | 12 |
| ACADEMIC COMMUNITY OF PRACTICE (ACP) | 261 |
| Academic definitions and terminology | 160 |
| Academic definitions and terminology | 254 |
| Academic integrity appeals | 161 |
| Academic Integrity Appeals | 252 |
| Academic Integrity Policy | 158 |
| Academic Integrity Policy | 253 |
| Academic standing | 254 |
| Academic Standing Policy | 159 |
| ACCOUNTING (ACCT) | 262 |
| ACCOUNTING (ACCT) | 475 |
| Accounting Forensics, MSAF | 245 |
| Accounting MSA | 245 |
| Accounting, BSBA | 142 |
| Accounting, Minor (for Business Majors) | 144 |
| Accounting, Minor (for Non-Business Majors) | 144 |
| Acting, BFA | 32 |
| ACTUARIAL SCIENCE (ACSC) | 263 |
| Actuarial Science, BA | 36 |
| Actuarial Science, BS | 38 |
| Actuarial Science, Minor | 39 |
| Actuarial Sciences, BS/MS Accelerated Program | 40 |
| Actuarial Sciences, BS/MS Accelerated Program | 180 |
| Admission | 9 |
| Admission | 168 |
| Advising and assessment | 161 |
| African American Studies, BA | 40 |
| African American Studies, Minor | 42 |
| AFRICAN&AFRO-AMERICAN STUDIES (AFS) | 264 |
| ALLIED HEALTH (ALH) | 266 |
| AMERICAN LANGUAGE & CULTURE (ALC) | 273 |
| ANTHROPOLOGY (ANTH) | 274 |
| ANTHROPOLOGY (ANTH) | 477 |
| ARABIC (ARAB) | 275 |
| ART (ART) | 276 |
| ART (ART) | 478 |
| ART INSTITUTE OF CHICAGO (ARTS) | 279 |
| ART INSTITUTE OF CHICAGO (ARTS) | 479 |
| ARTS MANAGEMENT (ARTM) | 480 |

### B

| Bilingual/ESL Education, Minor | 114 |
| BIOCHEMISTRY (BCHM) | 281 |
| BIOCHEMISTRY (BCHM) | 481 |
| Biochemistry, BS | 42 |
| BIOLOGY (BIOL) | 282 |
| BIOLOGY (BIOL) | 482 |
| Biology, BA | 44 |
| Biology, BS | 46 |
| Biology, Minor | 48 |
| Biology, MS | 180 |
| Biomedical Sciences, MA | 181 |
| Biotechnology and Chemical Science, MS | 183 |
| BUSINESS ADMINISTRATION (BADM) | 288 |
| BUSINESS ADMINISTRATION (BADM) | 486 |
| Business Administration, MBA | 246 |
| Business Administration, MBA, Dual Degree with Industrial/Organizational Psychology, MA | 249 |
| BUSINESS COMMUNICATIONS (BCOM) | 289 |
| BUSINESS LAW (BLAW) | 290 |
| BUSINESS LAW (BLAW) | 487 |
| Business, BPS | 123 |

### C

<p>| Center for Arts Leadership | 179 |
| CHEMISTRY (CHEM) | 291 |
| CHEMISTRY (CHEM) | 488 |
| Chemistry, BA | 48 |
| Chemistry, BS | 50 |
| Chemistry, Minor | 52 |
| Chicago College of Performing Arts | 14 |
| Chicago College of Performing Arts | 170 |
| Child and Family Studies Concentration | 52 |
| CHINESE (CHIN) | 293 |
| Classical Guitar, BM | 16 |
| Clinical Child and Family Psychology, Graduate Concentration | 186 |
| Clinical Mental Health Counseling, MA | 213 |
| Clinical Psychology (Counseling Practice), MA | 186 |
| Clinical Psychology, Doctor of Psychology (PsyD) | 188 |
| Clinical Psychology, MA | 191 |
| College of Arts and Sciences | 36 |
| College of Arts and Sciences | 180 |
| College of Education | 113 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>212</td>
</tr>
<tr>
<td>College of Pharmacy</td>
<td>226</td>
</tr>
<tr>
<td>College of Pharmacy Policies</td>
<td>226</td>
</tr>
<tr>
<td>COMMERCE AND ENTERPRISE (CMRC)</td>
<td>294</td>
</tr>
<tr>
<td>COMMUNICATION (COMM)</td>
<td>295</td>
</tr>
<tr>
<td>COMPUTER SCI &amp; INFO TECHNOLOGY (CST)</td>
<td>296</td>
</tr>
<tr>
<td>COMPUTER SCI &amp; INFO TECHNOLOGY (CST)</td>
<td>490</td>
</tr>
<tr>
<td>Computer Science, BS</td>
<td>53</td>
</tr>
<tr>
<td>Computer Science, Minor</td>
<td>54</td>
</tr>
<tr>
<td>Conflict and Mediation, MA</td>
<td>238</td>
</tr>
<tr>
<td>CONTINUING EDUCATION (CED)</td>
<td>495</td>
</tr>
<tr>
<td>Course and credit information</td>
<td>162</td>
</tr>
<tr>
<td>CREATIVE WRITING (CRWR)</td>
<td>300</td>
</tr>
<tr>
<td>CREATIVE WRITING (CRWR)</td>
<td>496</td>
</tr>
<tr>
<td>Creative Writing, MFA</td>
<td>194</td>
</tr>
<tr>
<td>CRIMINAL JUSTICE LEADERSHIP (CJL)</td>
<td>301</td>
</tr>
<tr>
<td>Criminal Justice, BA</td>
<td>124</td>
</tr>
<tr>
<td>Criminal Justice, BACJ Flex-Track Degree for Adults</td>
<td>125</td>
</tr>
<tr>
<td>Criminal Justice, Minor</td>
<td>126</td>
</tr>
<tr>
<td>DANCE (DANC)</td>
<td>303</td>
</tr>
<tr>
<td>Data Analytics Minor</td>
<td>127</td>
</tr>
<tr>
<td>Data Analytics, BS</td>
<td>54</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography, BS</td>
<td>56</td>
</tr>
<tr>
<td>Documentary Studies, Minor</td>
<td>58</td>
</tr>
<tr>
<td>Dual Language Teacher Leadership MA</td>
<td>213</td>
</tr>
<tr>
<td>EDUC: ELEMENTARY EDUCATION (ELED)</td>
<td>311</td>
</tr>
<tr>
<td>EDUC: LANGUAGE &amp; LITERACY (READ)</td>
<td>508</td>
</tr>
<tr>
<td>EDUC: LANGUAGE &amp; LITERACY (READ)</td>
<td>313</td>
</tr>
<tr>
<td>EDUC: SECONDARY EDUCATION (SEED)</td>
<td>315</td>
</tr>
<tr>
<td>EDUC: SPECIAL EDUCATION (SPED)</td>
<td>316</td>
</tr>
<tr>
<td>EDUC: SPECIAL EDUCATION (SPED)</td>
<td>513</td>
</tr>
<tr>
<td>EDUC: TEACHER LEADERSHIP (TLED)</td>
<td>515</td>
</tr>
<tr>
<td>EDUCATION (EDUC)</td>
<td>318</td>
</tr>
<tr>
<td>EDUCATION (EDUC)</td>
<td>516</td>
</tr>
<tr>
<td>Educational Studies, BA</td>
<td>116</td>
</tr>
<tr>
<td>Educational Studies, Minor</td>
<td>117</td>
</tr>
<tr>
<td>English Composition</td>
<td>60</td>
</tr>
<tr>
<td>English Language Program</td>
<td>60</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE PROGRAM (ELP)</td>
<td>326</td>
</tr>
<tr>
<td>English, BA</td>
<td>60</td>
</tr>
<tr>
<td>English, Minor</td>
<td>62</td>
</tr>
<tr>
<td>ENVIRONMENTAL SCIENCE (ENVS)</td>
<td>328</td>
</tr>
<tr>
<td>Environmental Science, Minor</td>
<td>62</td>
</tr>
<tr>
<td>Evelyn T. Stone College of Professional Studies</td>
<td>123</td>
</tr>
<tr>
<td>Evelyn T. Stone College of Professional Studies</td>
<td>238</td>
</tr>
<tr>
<td>Executive Master of Hospitality and Tourism Management, EMHTM</td>
<td>238</td>
</tr>
<tr>
<td>FILM STUDIES (FILM)</td>
<td>329</td>
</tr>
<tr>
<td>Film Studies, Minor</td>
<td>63</td>
</tr>
<tr>
<td>Final grade grievances</td>
<td>164</td>
</tr>
<tr>
<td>Final grade grievances</td>
<td>258</td>
</tr>
<tr>
<td>FINANCE (FIN)</td>
<td>330</td>
</tr>
<tr>
<td>FINANCE (FIN)</td>
<td>521</td>
</tr>
<tr>
<td>Finance, BSBA</td>
<td>145</td>
</tr>
<tr>
<td>Finance, Minor (for Business majors)</td>
<td>146</td>
</tr>
<tr>
<td>Finance, Minor (for Non-Business Majors)</td>
<td>147</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>11</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>169</td>
</tr>
<tr>
<td>Fine Art, Minor</td>
<td>64</td>
</tr>
<tr>
<td>Forensic Psychology Concentration</td>
<td>64</td>
</tr>
<tr>
<td>FRENCH (FREN)</td>
<td>331</td>
</tr>
<tr>
<td>General Business, Minor (for Non-Business Majors)</td>
<td>147</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>General Education</td>
<td>164</td>
</tr>
<tr>
<td>GERMAN (GERM)</td>
<td>332</td>
</tr>
<tr>
<td>Graduate</td>
<td>167</td>
</tr>
<tr>
<td>Graduation policies</td>
<td>165</td>
</tr>
<tr>
<td>Graduation policies</td>
<td>259</td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Heller College of Business</td>
<td>141</td>
</tr>
<tr>
<td>Heller College of Business</td>
<td>244</td>
</tr>
<tr>
<td>Hispanic Studies, Minor</td>
<td>64</td>
</tr>
<tr>
<td>HISTORY (HIST)</td>
<td>333</td>
</tr>
<tr>
<td>HISTORY (HIST)</td>
<td>522</td>
</tr>
<tr>
<td>History, BA</td>
<td>66</td>
</tr>
<tr>
<td>History, MA</td>
<td>197</td>
</tr>
<tr>
<td>History, MA/Certificate in Archives and Cultural Heritage Resources and Services</td>
<td>198</td>
</tr>
<tr>
<td>History, Minor</td>
<td>67</td>
</tr>
<tr>
<td>Histotechnology, BS</td>
<td>67</td>
</tr>
<tr>
<td>Home</td>
<td>7</td>
</tr>
<tr>
<td>Honors Program</td>
<td>13</td>
</tr>
<tr>
<td>HONORS PROGRAM (HON)</td>
<td>339</td>
</tr>
<tr>
<td>Hospitality and Tourism Management, BSHTM</td>
<td>127</td>
</tr>
<tr>
<td>Hospitality and Tourism Management, Minor</td>
<td>129</td>
</tr>
<tr>
<td>Hospitality and Tourism Management, MSHTM</td>
<td>238</td>
</tr>
<tr>
<td>Hospitality Educator, Graduate Concentration</td>
<td>238</td>
</tr>
<tr>
<td>HOSPITALITY MANAGEMENT (HOSM)</td>
<td>340</td>
</tr>
<tr>
<td>HOSPITALITY MANAGEMENT (HOSM)</td>
<td>526</td>
</tr>
<tr>
<td>HUMAN RESOURCE MANAGEMENT (HRM)</td>
<td>345</td>
</tr>
<tr>
<td>HUMAN RESOURCE MANAGEMENT (HRM)</td>
<td>528</td>
</tr>
<tr>
<td>Human Resource Management, BSBA</td>
<td>147</td>
</tr>
<tr>
<td>Human Resource Management, Minor (for Business majors)</td>
<td>149</td>
</tr>
<tr>
<td>Human Resource Management, Minor (for Non-Business Majors)</td>
<td>149</td>
</tr>
<tr>
<td>Human Resource Management, MSHRM</td>
<td>250</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Industrial/Organizational Psychology (PhD)</td>
<td>200</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology, MA</td>
<td>202</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology, MA, Dual Degree with MBA</td>
<td>203</td>
</tr>
<tr>
<td>INFORMATION SYSTEMS (INFS)</td>
<td>346</td>
</tr>
<tr>
<td>INFORMATION SYSTEMS (INFS)</td>
<td>530</td>
</tr>
<tr>
<td>Information Technology, BA</td>
<td>69</td>
</tr>
<tr>
<td>INSTRUCTIONAL LEADERSHIP (ILED)</td>
<td>532</td>
</tr>
<tr>
<td>Instructional Leadership, MA</td>
<td>217</td>
</tr>
<tr>
<td>INTEGRATED MARKETING COMM (IMC)</td>
<td>347</td>
</tr>
<tr>
<td>INTEGRATED MARKETING COMM (IMC)</td>
<td>534</td>
</tr>
<tr>
<td>Integrated Marketing Communications, BA</td>
<td>70</td>
</tr>
<tr>
<td>Integrated Marketing Communications, Minor</td>
<td>71</td>
</tr>
<tr>
<td>Integrated Marketing Communications, MSIMC</td>
<td>204</td>
</tr>
<tr>
<td>Interdisciplinary Studies, BAIS Flex-Track Degree for Adults</td>
<td>129</td>
</tr>
<tr>
<td>International Business, Minor</td>
<td>150</td>
</tr>
<tr>
<td>INTERNATIONAL FIRST YEAR (IFY)</td>
<td>350</td>
</tr>
<tr>
<td>INTERNATIONAL PRE-MASTERS (IPM)</td>
<td>352</td>
</tr>
<tr>
<td>International Studies, BA</td>
<td>72</td>
</tr>
<tr>
<td>International Studies, Minor</td>
<td>74</td>
</tr>
<tr>
<td>ITALIAN (ITAL)</td>
<td>354</td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>Jazz Instrumentalist, BM</td>
<td>17</td>
</tr>
<tr>
<td>Jazz Piano, BM</td>
<td>18</td>
</tr>
<tr>
<td>Jazz Vocalist, BM</td>
<td>19</td>
</tr>
<tr>
<td>JOURNALISM (JOUR)</td>
<td>355</td>
</tr>
<tr>
<td>JOURNALISM (JOUR)</td>
<td>537</td>
</tr>
<tr>
<td>Journalism, BA</td>
<td>74</td>
</tr>
<tr>
<td>Journalism, Minor</td>
<td>75</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>LEARNING COUNTS PRIOR LEARNING (CAEL)</td>
<td>359</td>
</tr>
<tr>
<td>Legal Studies, BA/BS JD</td>
<td>76</td>
</tr>
<tr>
<td>Legal Studies, Minor</td>
<td>77</td>
</tr>
<tr>
<td>LIBERAL STUDIES (LIBS)</td>
<td>360</td>
</tr>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>MANAGEMENT (MGMT)</td>
<td>361</td>
</tr>
<tr>
<td>MANAGEMENT (MGMT)</td>
<td>540</td>
</tr>
<tr>
<td>Management, BSBA</td>
<td>150</td>
</tr>
<tr>
<td>Management, Minor (for Business majors)</td>
<td>152</td>
</tr>
<tr>
<td>Management, Minor (for Non-Business Majors)</td>
<td>152</td>
</tr>
<tr>
<td>MARKETING (MKTG)</td>
<td>363</td>
</tr>
<tr>
<td>MARKETING (MKTG)</td>
<td>543</td>
</tr>
<tr>
<td>Marketing, BSBA</td>
<td>152</td>
</tr>
<tr>
<td>Marketing, Minor (for Business majors)</td>
<td>152</td>
</tr>
<tr>
<td>Marketing, Minor (for Non-Business Majors)</td>
<td>154</td>
</tr>
<tr>
<td>MATHEMATICs (MATH)</td>
<td>364</td>
</tr>
<tr>
<td>MATHEMATICs (MATH)</td>
<td>544</td>
</tr>
<tr>
<td>Mathematics, BA</td>
<td>77</td>
</tr>
<tr>
<td>Mathematics, Minor</td>
<td>81</td>
</tr>
<tr>
<td>Mathematics, MS</td>
<td>205</td>
</tr>
<tr>
<td>MEDIA STUDIES (MED)</td>
<td>368</td>
</tr>
<tr>
<td>Media Studies, BA</td>
<td>81</td>
</tr>
<tr>
<td>Media Studies, Minor</td>
<td>82</td>
</tr>
</tbody>
</table>
Medical Technology, BS ................................................................. 83
Meetings and Events Management, Minor .............................. 130
Mental Health Concentration ..................................................... 85
MUSIC : GUITAR (GUIT) .............................................................. 370
MUSIC : GUITAR (GUIT) .............................................................. 547
MUSIC ACADEMIC STUDIES (MAS) ....................................... 548
MUSIC COMPOSITION (MCMP) ............................................... 372
MUSIC COMPOSITION (MCMP) ............................................... 549
Music Composition, BM ............................................................ 20
Music Composition, Minor ......................................................... 20
Music Composition, MM ............................................................. 172
Music Conservatory ................................................................. 170
Music Education, BM ............................................................... 21
Music Education/Choral Concentration and Piano Performance, BM .... 22
Music Education/Choral Concentration and Voice Performance, BM .... 24
Music Education/Instrumental Concentration and Orchestral Instrument Performance, BM ........................................ 25
MUSIC ENSEMBLE (ENS) .............................................................. 375
MUSIC ENSEMBLE (ENS) .............................................................. 550
MUSIC FOR NON MAJORS (MNOM) ......................................... 377
MUSIC HISTORY & LITERATURE (MUHL) ............................... 378
MUSIC HISTORY & LITERATURE (MUHL) ................................ 551
Music History/Theory Minor ...................................................... 26
MUSIC JAZZ STUDIES (JAZZ) .................................................... 380
MUSIC PEDAGOGY (MPE) .............................................................. 382
MUSIC PEDAGOGY (MPE) .............................................................. 552
MUSIC PERFORMANCE (PERF) ................................................ 383
MUSIC PERFORMANCE (PERF) ................................................ 553
Music Performance - Classical Guitar, MM ............................ 173
Music Performance - Piano, MM ................................................ 173
Music Performance - Voice, MM ................................................ 174
Music Performance - String/Wind/Brass Instruments, Harp, and Percussion, MM ...................................................... 175
MUSIC THEORY & ANALYSIS (MTA) .................................... 386
MUSIC THEORY & ANALYSIS (MTA) .................................... 556
MUSIC: BASSOON (BSSN) ......................................................... 387
MUSIC: BASSOON (BSSN) ......................................................... 557
MUSIC: CLARINET (CLAR) ......................................................... 388
MUSIC: CLARINET (CLAR) ......................................................... 558
MUSIC: ELECTRIC BASS (ESTB) .............................................. 389
MUSIC: ELECTRIC GUITAR (EGUI) ........................................... 390
MUSIC: ELECTRIC GUITAR (EGUI) ........................................... 559
MUSIC: EUPHONIUM (EUPH) ..................................................... 391
MUSIC: FLUTE (FLT) ................................................................. 392
MUSIC: FLUTE (FLT) ................................................................. 560
MUSIC: FRENCH HORN (FRHN) ................................................ 393
MUSIC: FRENCH HORN (FRHN) ................................................ 561
MUSIC: HARP (HARP) ............................................................... 394
MUSIC: HARP (HARP) ............................................................... 562
MUSIC: JAZZ DRUM SET (JDR) ................................................. 395
MUSIC: OBOE (OBOE) .............................................................. 563
MUSIC: ORGAN (ORG) ............................................................... 397
MUSIC: PIANO (PIA) ................................................................. 564
MUSIC: PIANO (PIA) ................................................................. 399
MUSIC: SAXOPHONE (SAX) ..................................................... 565
MUSIC: SAXOPHONE (SAX) ..................................................... 401
MUSIC: SAXOPHONE (SAX) ..................................................... 566
MUSIC: STRING BASS (STB) .................................................... 403
MUSIC: STRING BASS (STB) .................................................... 567
MUSIC: TROMBONE (TRBN) ..................................................... 405
MUSIC: TROMBONE (TRBN) ..................................................... 568
MUSIC: TRUMPET (TRPT) ......................................................... 407
MUSIC: TRUMPET (TRPT) ......................................................... 569
MUSIC: TUBA (TUBA) ............................................................... 409
MUSIC: TUBA (TUBA) ............................................................... 570
MUSIC: VIOLA (VLA) ............................................................... 410
MUSIC: VIOLA (VLA) ............................................................... 571
MUSIC: VIOLIN (VLN) .............................................................. 411
MUSIC: VIOLIN (VLN) .............................................................. 572
MUSIC: VIOLONCELLO (VCEL) ............................................... 412
MUSIC: VIOLONCELLO (VCEL) ............................................... 573
MUSIC: VOICE (VOI) ............................................................... 413
MUSIC: VOICE (VOI) ............................................................... 574
Musical Arts, BMA ................................................................. 26
Musical Theatre Dance Concentration, BFA .......................... 34
Musical Theatre, BFA ............................................................... 33
MUSICIANSHIP STUDIES (MUSC) .......................................... 415
N
NATURAL SCIENCE (NSCI) ..................................................... 416
Neuroscience Concentration ..................................................... 85
Nuclear Medicine Technology, BS .......................................... 85
<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>622</td>
</tr>
</tbody>
</table>

**O**
- Orchestral Studies (Harp, Woodwind, Brass and Percussion only), MM .................................................. 175
- Organization Development, MAOD ........................................................................................................ 240
- Organizational Communication, BAOC Flex-Track Degree for Adults ............................................. 130
- ORGANIZATIONAL LEADERSHIP (OLED) ................................................................................................. 417
- Organizational Leadership, BAOL Flex-Track Degree for Adults .................................................... 132
- Organizational Leadership, Minor ........................................................................................................ 133
- Other grievances ..................................................................................................................................... 166
- Other grievances ..................................................................................................................................... 259

**P**
- PARALEGAL STUDIES (LAWA) .................................................................................................................. 575
- PARALEGAL STUDIES (PARA) ................................................................................................................. 419
- Paralegal Studies Minor .......................................................................................................................... 133
- Paralegal Studies, BAPL ......................................................................................................................... 134
- Paralegal Studies, BAPL Flex-Track Degree for Adults ........................................................................ 135
- Paralegal Studies, Post-Baccalaureate Certificate .................................................................................. 240
- Performance Diploma, PED (Instrumental) ............................................................................................. 176
- Performing Arts Administration, MA ........................................................................................................ 179
- PHARMACY (PHAR) ................................................................................................................................. 577
- Pharmacy, PharmD ..................................................................................................................................... 235
- PHILOSOPHY (PHIL) ................................................................................................................................. 421
- Philosophy, BA ........................................................................................................................................ 87
- Philosophy, Minor ..................................................................................................................................... 88
- PHYSICAL SCIENCE (PHSC) .................................................................................................................... 424
- PHYSICS (PHYS) ....................................................................................................................................... 425
- PHYSICS (PHYS) ....................................................................................................................................... 587
- Piano Performance, BM ........................................................................................................................... 27
- POLICY STUDIES (PST) ............................................................................................................................ 426
- Policy Studies, BA ..................................................................................................................................... 88
- Policy Studies, Minor ............................................................................................................................... 90
- Political Philosophy Concentration .......................................................................................................... 91
- POLITICAL SCIENCE (POS) .................................................................................................................... 427
- POLITICAL SCIENCE (POS) .................................................................................................................... 588
- Political Science BA/MPA Accelerated Program ...................................................................................... 92
- Political Science, BA .................................................................................................................................. 92
- Political Science, Minor ............................................................................................................................ 93
- Pre-Health Professional Curricula ............................................................................................................ 93
- PROFESSIONAL & LIBERAL STUDIES (PLS) ....................................................................................... 433
- Professional Diploma in Chamber Music ................................................................................................. 176
- Professional Diploma in Opera .................................................................................................................. 176
- Professional Diploma in Orchestral Studies ............................................................................................. 177
- PSYCHOLOGY (PSYC) .............................................................................................................................. 437
- PSYCHOLOGY (PSYC) .............................................................................................................................. 589
- Psychology, BA ......................................................................................................................................... 98
- Psychology, BPS ....................................................................................................................................... 137
- Psychology, Minor ..................................................................................................................................... 99
- PUBLIC ADMINISTRATION (PADM) .......................................................................................................... 444
- PUBLIC ADMINISTRATION (PADM) ......................................................................................................... 601
- Public Administration and Law, MPA/JD ..................................................................................................... 208
- Public Administration, MPA ..................................................................................................................... 208

**R**
- Radiation Therapy Technology, BS ........................................................................................................ 100
- Radiography, BS ........................................................................................................................................ 102
- Reading, MA ............................................................................................................................................. 218
- REAL ESTATE (REES) ............................................................................................................................... 446
- REAL ESTATE (REES) ............................................................................................................................... 604
- Real Estate, MSRE ..................................................................................................................................... 250

**S**
- School Counseling, MA .......................................................................................................................... 219
- Second Language Special Education, MA ................................................................................................. 220
- Secondary Education, MA .......................................................................................................................... 220
- Secondary Education, MA for Math and Business Majors ........................................................................ 221
- Secondary Teacher Education, Minor ....................................................................................................... 119
- SOCIAL ENTREPRENEURSHIP (SENT) .................................................................................................... 447
- SOCIAL ENTREPRENEURSHIP (SENT) .................................................................................................... 605
- Social Entrepreneurship, BSBA ............................................................................................................... 154
- SOCIAL JUSTICE STUDIES (SOCJ) ......................................................................................................... 448
- Social Justice Studies, BA ......................................................................................................................... 104
- Social Justice Studies, Minor .................................................................................................................... 105
- SOCIOLOGY (SOC) .................................................................................................................................... 450
- SOCIOLOGY (SOC) .................................................................................................................................... 606
- Sociology, Applied, MA ............................................................................................................................. 209
- Sociology, BA ........................................................................................................................................... 105
- Sociology, BA/MA Accelerated Program ................................................................................................. 106
- Sociology, BA/MA Accelerated Program ................................................................................................. 211
- Sociology, Minor ....................................................................................................................................... 107
- SPANISH (SPAN) ..................................................................................................................................... 457
- Special Education ....................................................................................................................................... 120
- Special Education, MA with LBS1 Endorsement ....................................................................................... 222
- SPEECH (SPCH) ....................................................................................................................................... 460
- SPEECH (SPCH) ....................................................................................................................................... 611
- Statistics, Minor .......................................................................................................................................... 107
- Strategic Management and Innovations ..................................................................................................... 138
- Strategy and Leadership ............................................................................................................................. 242
- STUDY ABROAD (ABRD) ............................................................................................................................ 461
- SUSTAINABILITY STUDIES (SUST) ........................................................................................................... 462
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Studies, BA</td>
<td>107</td>
</tr>
<tr>
<td>Sustainability Studies, BASS Flex-Track Degree for Adults</td>
<td>139</td>
</tr>
<tr>
<td>Sustainability Studies, Minor</td>
<td>109</td>
</tr>
<tr>
<td>TEACHING &amp; LEARNING (TLRN)</td>
<td>612</td>
</tr>
<tr>
<td>Teaching and Learning, MA</td>
<td>224</td>
</tr>
<tr>
<td>Teaching of Writing, Graduate Concentration</td>
<td>211</td>
</tr>
<tr>
<td>THEATER: VOICE (TVOI)</td>
<td>464</td>
</tr>
<tr>
<td>Theatre Conservatory</td>
<td>30</td>
</tr>
<tr>
<td>Theatre Conservatory</td>
<td>177</td>
</tr>
<tr>
<td>THEATRE CONSERVATORY (THAR)</td>
<td>465</td>
</tr>
<tr>
<td>THEATRE CONSERVATORY (THAR)</td>
<td>613</td>
</tr>
<tr>
<td>Theatre Directing, Fast Track MA</td>
<td>178</td>
</tr>
<tr>
<td>Theatre, Minor</td>
<td>35</td>
</tr>
<tr>
<td>THEATRE: DANCE (TDAN)</td>
<td>469</td>
</tr>
<tr>
<td>TRAINING &amp; DEVELOPMENT (TRDV)</td>
<td>614</td>
</tr>
<tr>
<td>Training and Development, MATD</td>
<td>242</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>8</td>
</tr>
<tr>
<td>University Policies</td>
<td>157</td>
</tr>
<tr>
<td>University Policies</td>
<td>252</td>
</tr>
<tr>
<td>UNIVERSITY STUDIES (UNIV)</td>
<td>470</td>
</tr>
<tr>
<td>Violin, Viola, Cello, Double Bass and Harp, BM</td>
<td>28</td>
</tr>
<tr>
<td>Voice, BM</td>
<td>29</td>
</tr>
<tr>
<td>WOMEN'S AND GENDER STUDIES (WGS)</td>
<td>471</td>
</tr>
<tr>
<td>Women's and Gender Studies, BA</td>
<td>109</td>
</tr>
<tr>
<td>Women's and Gender Studies, Minor</td>
<td>110</td>
</tr>
<tr>
<td>Woodwind, Brass, and Percussion Instruments, BM</td>
<td>30</td>
</tr>
<tr>
<td>WRITING (WRTG)</td>
<td>473</td>
</tr>
<tr>
<td>Writing, Minor</td>
<td>111</td>
</tr>
</tbody>
</table>